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### A passion for nursing

Special supplement celebrates 80 years of excellence in the U of A Faculty of Nursing centre



UNIVERSITY OF ALBERTA

# folio

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## Sour gas emissions pose little threat to cattle

*More research needed to test effect of other oil and gas activity*

By Lucianna Ciccocioppo

A U of A study led by Dr. Morgan Scott has added fuel to the debate between Alberta farmers and ranchers and the oil and gas industry.

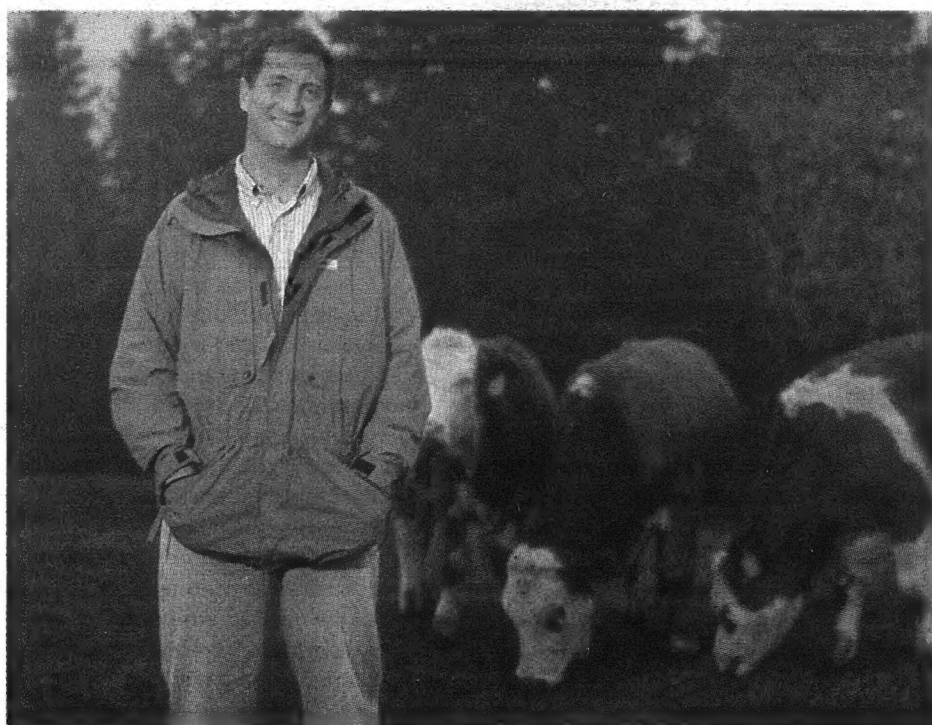
The study, released in the shadow of a recent shooting of an oil executive by a disgruntled farmer, and bombings at oil and gas facilities in northern Alberta last month, found no discernible effects of sour gas emissions on rates of cattle mortality or milk production. But it did find a correlation between high-level sour gas emissions, the age at first calving and the interval between calving.

"This is not a clean check-up for the entire oil and gas industry," says Scott, a veterinarian and post-doctoral fellow in the epidemiology program in the Department of Public Health Sciences. "We did not look at sour gas wells. We did not look upstream from the plants."

What the study did investigate was the impact of licensed emissions into the air from sour gas processing plants on the health and productivity of some 180,000 dairy cows and more than 450,000 beef cow-calf pairs in Alberta from 1985-1994. It also included sulphur dioxide emissions from larger industrial sources and solution gas flaring.

Scott concluded none of these exposure variables had a negative impact on herd mortality or the numbers selected for slaughter and did not negatively affect milk production, milk white blood cell count, stillbirth or twin births, and the number of calves successfully delivered or weaned.

However, the significance of the study lies in the correlation between high-level emissions and the reproductive health of



Dr. Morgan Scott

the herds, says Dr. Martha Kostuch, a veterinarian and environmental activist in Rocky Mountain House, Alta., for the past 23 years.

"The age of first calving is very important from an economic perspective for farmers. Dr. Scott found an average 0.3 of a month increase (about 10 days) in calving in herds at high-level exposures. Now that's an average. That means for some herds, it's higher." Ideally, Kostuch says a 13-month calving interval is acceptable.

In addition, the study points to an older age at first calving. "Farmers strive

for heifers to calve at 24 months to get the maximum economic performance out of the life of the cow," explains Kostuch. Anything beyond that could cost money. "[The study] is one piece of the puzzle, but many questions are not answered," adds Kostuch.

Scott says he's aware many farmers are irate about what they believe to be the impact of oil or gas well leaks on their land and animals, but these events were not part of his study.

"We're not saying these are good events. But on a day-to-day basis, li-

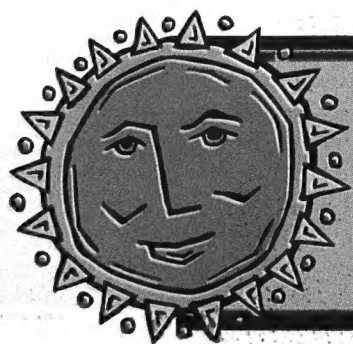
censed sour gas emissions do not have much of an effect," says Scott.

The exposure estimates used were based on historical inventories of sulphur dioxide emissions from processing facilities. Scott collected other data from annual emission volumes from solution gas flaring sites and from larger industrial sources in the province. In addition, existing herd health and productivity information was obtained from Alberta Dairy Herd Improvement for monthly and annual dairy outcomes while beef cow-calf outcomes came from Alberta Agriculture, Food and Rural Development.

But that means anecdotal evidence, what Kostuch calls observable evidence from farmers about sick cattle and spontaneous abortions, were not taken into account. "It's a well-done study. It used all the available information for a retrospective epidemiological study," says Kostuch. "But I don't think we can ever prove it conclusively one way or another. We are talking about mixtures of many compounds, about 250 compounds, that are super toxic." Moreover, when conducting research in the field, says Kostuch, there are many things affecting cattle. "How can we control that?"

"We were very careful to state we did not look at everything," says Scott. "We were restricted to hard outcomes, things like milk production, and whether the cattle were dead or alive."

It doesn't let the oil and gas industry off the hook. "This is a preliminary study. And I think there's more research to be done," says Scott. ■



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# Hollingshead nominated for Giller Prize

By Lee Elliott

"I wanted to write a realistic novel about spiritual experience."

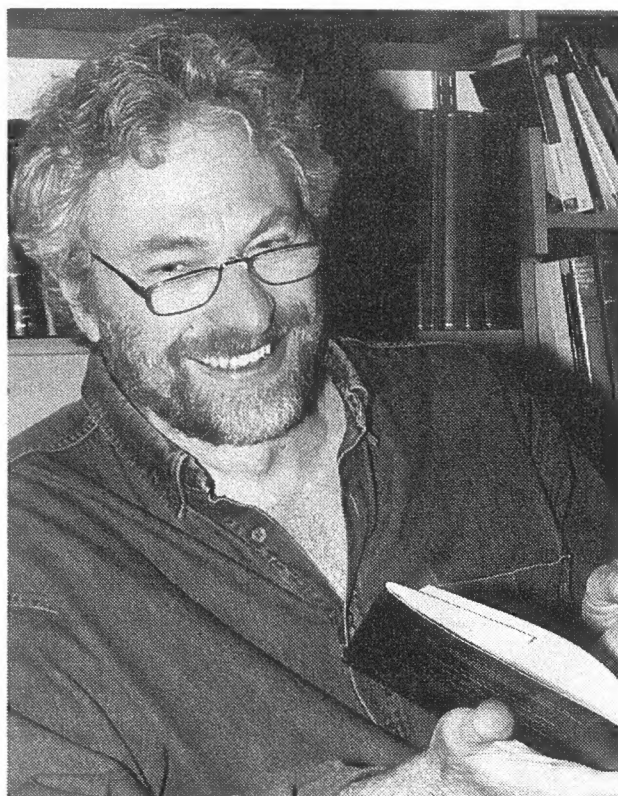
Five years after setting himself that task, Dr. Greg Hollingshead is pleased with the result, his novel *The Healer*.

And his recent nomination for Canada's premier literary prize, the \$25,000 Giller, shows some of Canada's literary lions are pleased as well. Jurors Margaret Atwood, Guy Vanderhaeghe and broadcaster Peter Gzowski have placed Hollingshead's *The Healer* in the top seven of all Canadian novels and short story collections published this year.

*The Healer* has also put Hollingshead on the cover of *Quill and Quire* and prompted numerous media interviews and demands for readings, including an appearance at Canada's top literary event, the Festival of Authors Harbour Front Reading Series in Toronto Oct. 26.

*The Healer* chronicles a wilderness pilgrimage of sorts for three people: Caroline Troyer, "the healer;" Timothy Wakelin, a recently widowed freelance journalist; and Caroline's father Ross.

Hollingshead said reading *Lives of the Saints* and thinking about the experiences of the ecstasies started him on the track to this book. "I was interested in the possibility that an individual can have an experience that's realer than real... realer than any-



Greg Hollingshead

thing in their lives and yet it's completely incommunicable," he says. This spiritual experience is particularly interesting in a scientific age. "If you can't find a reason for believing in something then you're taught to say it's impossible, it's not true...that's empiricism. That's how we think."

Empiricism always involves some sort of consensus thinking, says Hollingshead. "It's not truly based on individual experience, it's more like, 'what will other people reasonably believe.'"

Hollingshead also wondered about the differences in perception and response between the person experiencing the spiritual phenomenon and those around her.

"They'll try to turn it into a religion, or they'll try to make money from it, or they'll try to imitate it...they'll try to turn you into a model..."

Writing about the ineffable spirit is difficult, especially in a realistic novel, says Hollingshead. "It's not dramatic...their problems are interior...It's also very difficult to image that reality." His solution to the difficulty was to ground the people in nature, in this case, the Canadian Shield. "The logic of the novel is really that the spiritual comes out of the perceptual—a tension and direct engagement with the world as opposed to thought and institutions and society and story."

Hollingshead says his greatest satisfaction is in having achieved what he set

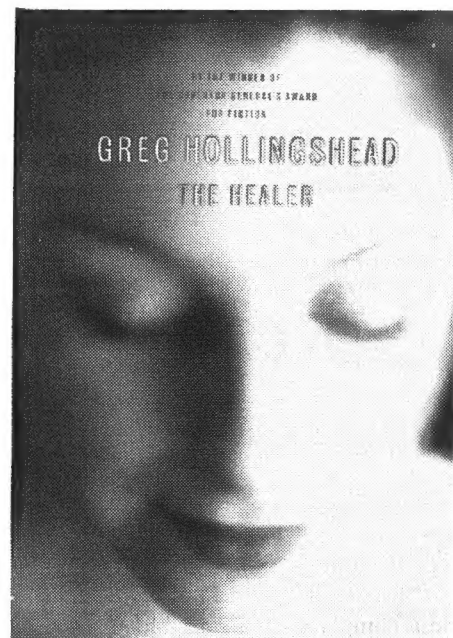
out to do in *The Healer*. But it's hardly the first time he's hit the mark. He won the Governor General's Award for his short story collection *The Roaring Girl* in 1995. And among other honors, he's previously been shortlisted for the Commonwealth Writers Prize. Sales are so good that *The Roaring Girl* has been translated into both German and Chinese, and *The Healer* is being distributed in Canada, the U.K., the U.S. and Australia.

But *The Healer* is getting mixed reviews in newspapers across the country, says Hollingshead. "It's being given to young Wakelins [to review]," he says, referring to the journalist in his story. "If I can general-

ize, they're young journalists who either really like *The Roaring Girl* or really disliked *The Roaring Girl*. So it's not what they're expecting, and they're having trouble getting it. Some of them really dislike it...so getting the nomination has been great for that because it's a kind of validation."

*The Roaring Girl* tended to get slotted as a harbinger of the new urban fiction, says Hollingshead. "So this is almost like a betrayal...It's kind of like, 'how can you do this? How can you write about spiritualism and taking us back into nature?' There's an assumption that Canadian literature has passed through that stage already."

The Giller Prize winner won't be announced until Nov. 3 when the ceremony in Toronto is broadcast live on the Bravo! network. But Hollingshead has a strong premonition: "I'm in the middle of [reading] Alice Munro...I think she'll win it... I think she's the greatest." ■



## Correction

In the last edition of *Folio* we incorrectly identified the director of the U of A Institute for Professional Development. It's Dr. Bert Einsiedel. The photo credit with that story should have gone to Peter Mitchell.

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...it makes sense

## Construction institute launched

By Geoff McMaster

A new research initiative based in the engineering faculty is set to create a first-time "virtual network" across the Canadian construction industry.

Called the Construction Research Institute for Canada, the joint university-industry partnership will promote research and development aimed at improving construction productivity and quality. It was made possible by a \$5 million gift from an anonymous Edmonton donor who recognized a need for effective, nation-wide collaboration.

"The construction industry is one of the largest industries in the country (worth about \$100 billion a year, or 12 per cent of Canada's gross domestic product)," says dean engineering Dr. David Lynch. "But because it tends to be quite fragmented among a small number of large companies and a very large number of small and medium-sized companies, it has a fairly low level of research focus...relative to industry expenditure."

Lynch says until now construction companies have had virtually nowhere to turn for research and development. A number of similar initiatives have been tried in recent years, but all have failed, largely because of funding problems.

Some of the more pressing issues the industry faces are recycling of building materials, efficiency of design, training and general productivity, he says.

"To really solve them, you have to define them a little better and then put together a team of individuals from across the whole country and from several universities and several companies. That's in essence what the research institute is going to do."

The institute's director, Ian Kermack, agrees that two of the industry's biggest problems are the training of contractors and design quality. "We haven't had a lot of improvement in quality of design...and that's a hard thing to say," he says. While excellent tools and methods do exist, industry insiders haven't really made use of them. Stimulating interest in the importance of research will therefore be a crucial part of the institute's function.

A three-member team housed in the engineering faculty will run the institute. Interest on the \$5 million donation, plus industry fees, will provide its \$500,000 yearly operating budget. ■

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»» quick »» facts

## Student rep resigns

By Luciana Ciccocioppo

There's one less student representative on the Board of Governors. Thom McDonnell resigned last month.

In a letter to SU president Sheamus Murphy, McDonnell wrote "I just can't be here anymore." Murphy said McDonnell has also dropped out of school.

"I can assure you he's going through tough times with some things," said Murphy and added McDonnell was disheartened about what he could not change at the board level. He also seemed to regret some embarrassing things he had done as a board member, explained Murphy.

"He saw that raising tuition was not because they (board members) were evil, and that the board is not a bunch of old white lawyers around the table. It's because we had to balance the books. And what could he do about that?"

Murphy said while McDonnell was very active at the first board session, "he didn't say very much the last couple of meetings."

A meeting will be held for nominees for the student position Nov. 3 and the SU will appoint someone to replace him. "There isn't going to be an election," said Murphy.

"I think Thom really represented a group of students on campus that the board needed to hear from. He was very passionate about his beliefs and convictions," Murphy said McDonnell, who at times pursued part-time studies, did indicate he would probably return to school one day.

The student union president said advanced education minister, Clint Dunford, has been notified of the resignation. ■



# Where have all the radicals gone?

By Geoff McMaster

*There's somethin' happenin' here  
what it is, ain't exactly clear ...*

In the race for academic success and financial security, one has to wonder what happened to the spirit of the '60s, when campuses across North America were active centres of resistance to power and authority, sites of frequent sit-ins and protests, when fighting for social causes seemed as natural as today's rush for the sacred RRSP.

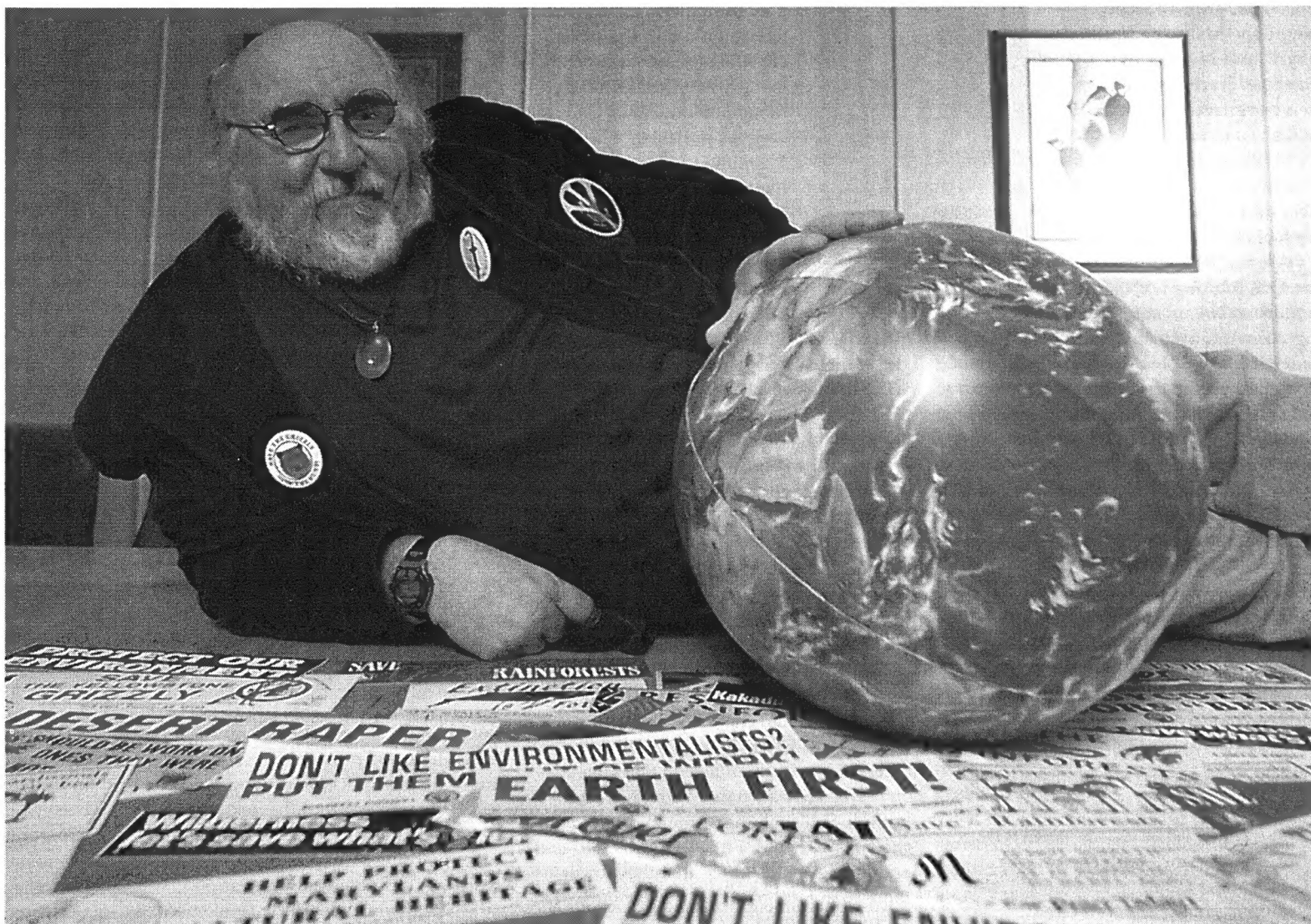
Was the will to change the system just a fleeting and idealistic moment in history, no? Or has it evolved into something else?

Dr. James Butler, who teaches a course in environmental advocacy, isn't sure the '60s ever arrived at the University of Alberta, claiming "we went straight from the '50s to the '80s." He sees it as part of his job to pass on the '60s legacy, encouraging students to question the status quo by attending protest rallies. But he admits consciousness raising is not always easy.

"I think there's an enormous complacency it's hard to arouse passion in people for causes. People are very accepting and easy going, so when we deal with matters of social injustice...they feel they're simply not part of the decision making, whereas in the '60s there was a very strong feeling that every one of us was an agent for change."

When Butler was a student activist at Ohio State University 30 years ago, political awareness was almost palpable, he says. "Everywhere you turned there were people speaking on behalf of something, and people were listening."

But apart from complacency, some say there is a pervasive cynicism in today's culture that makes vocal protest seem futile. In Canada we have our own brand of non-blinking politicians determined to ignore the angry man or woman in the street. And whereas 30 or 40 years ago many would still balk at a politician lying, today such corruption is virtually taken for granted, says political science chair Janine Brodie.



Dr. James Butler

"I remember being a '60s-type radical and telling my mom and dad that Nixon's lying—they are bombing [Cambodia]," says Brodie. "They looked at me like I was some kind of communist disillusional, because politicians just don't lie. Now my son's coming home with all these stories about Monica and cigars and all the rest of it. There's absolutely no faith whatsoever in the efficacy of the political system."

The new ethos, she says, seems to be, if you can't change the world you can at least make a place in it for yourself.

"Students feel the weight of individual responsibility in relation to their education and increasing costs. Many students today are working two, three and four jobs and therefore don't have time or the luxury to be participatory...they're too tired to be radical," says Brodie. One of the "failures of universities" is they don't teach courses in civic responsibility, on "how to be a good citizen."

Students' Union president Sheamus Murphy agrees students today have a deep distrust of politicians and are carrying unprecedented financial burdens. But he doesn't buy that they're paralyzed by complacency and cynicism. What has happened in recent years, he argues, is his generation has come to realize protesting has limited success.

The approach that works best in the '90s is taking grievances to the boardroom, "working with the system," he says. His administration's current campaign to quietly persuade MLAs not to raise tuition is an exercise in diplomacy unheard of in the '60s.

"Students now have their rightful place at the table, which they didn't have before," he says. "We have representation and we are recognized and given opportunity for input. It's not enough to stand and shake your fist, or whatever it was that caught the media's attention."

"I'm very cynical towards the people of the '60s. Let's look at what they've done since then—they've basically screwed a lot of things up. I don't have everything handed to me in some post-war boom. If I want to make my world better, I'll have to do it through hard work...taking it to the streets isn't going to do anything."

Not all student politicians share Murphy's faith in the system. Graduate Students' Association president Kimberle Speers says the political climate on the Canadian campus has changed noticeably in the last 10 to 15 years, shifting decisively towards the navel. Students today are so concerned with getting a job they've forgotten to care about the health of the wider community, she says. There's certainly nothing wrong with negotiating in good faith, but placing blind trust in the system can too often amount to an abdication of social responsibility.

"I've seen when security guards [at the Ontario legislature] came out wearing rubber gloves to keep the protestors away for fear of getting AIDS. I also saw Mike Harris put up barricades around Queens Park to keep out protestors who were nurses, doctors, teachers and citizens of Ontario. So no, I don't always have that trust in government leaders."

Speers plans to introduce a motion at the next GSA council meeting to help with UBC's APEC protestors' legal fees. The gesture is meant to show students support more than their own immediate welfare, but it also serves as an important endorsement: that is, sometimes direct confrontation is necessary.

According to Butler, however, the main stranglehold on political activism is the modern university's increased reliance on corporate dollars. It's a sad state of affairs, he says, when it becomes next to impossible to question authority in the very place taxpayers depend on to lead critical debate.

"One ethical question very much in the minds of a lot of my students is the corporate dollars we take and accept that seem to be glorified by the administration. It brings in millions but at what cost, when all of a sudden it make our professors unable to speak openly and outwardly?"

That's a question many feel we should be asking with some urgency.

"If the university does not retain its character as an environment for the free discussion of ideas, whether or not these ideas are acceptable, then the university will fail, the university is dead," says Dean of Arts Patricia Clements. "And the losses the culture will sustain as a result are enormous." ■





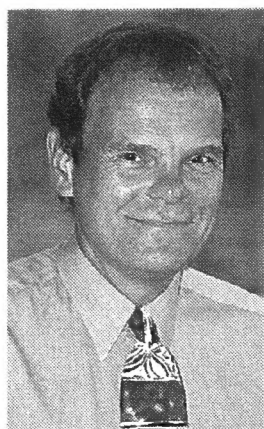
# Cyber-guru returns to Alma Mater

Education turned on its head as cyber cool kids teach grownups the ropes

By Geoff McMaster

Roll over baby boomers. Your offspring—the largest generation ever at 88 million in North America—are already nipping at your heels. And some of them are still in diapers. Dubbed the “Net-Generation” (N-Gen) by cyber-guru Don Tapscott, they’re the first to be “bathed in bits” and are “about to change everything” through their command of digital media.

“These kids have no fear of technology because it’s like the air for them,” said Tapscott, inducted to the U of A’s Alumni Wall of Recognition Oct. 1, along with writer Katherine Govier, aerospace engineer Anatol Roshko and historian George Stanley. “For the first time in history, children are the authority on a central issue faced by society.” He said we’d have to go back to the invention of the printing press in the 15<sup>th</sup> century to understand the power of the digital revolution.



Don Tapscott

The best-selling author of *Growing Up Digital*, described by some as one of the most influential media authorities since Marshall McLuhan, said three quarters of children over the age of six know how to use computers, now penetrating homes as fast as television did in the 1950s. He said society has much to gain by embracing the enormous potential of N-Gen as early as possible: “The time has come for us to listen to the children.”

Some companies, such as Proctor and Gamble, have actually started “reverse mentoring programs” where N-Geners teach employees how to use the Internet. In Finland, 5,000 kids were chosen to teach computer literacy to their teachers.

For today’s high school kids, “being on line” rates as high as partying and dating on the scale of cool.

Pointing out the pervasive influence of digital technology in children’s lives, Tapscott described a highly publicized chat-group session designed for thousands of kids between seven and 14 to help him write *Growing up Digital*.

“One kid wrote to me, ‘do you have a home page?’ I started typing back an answer, but before I could do that she types back, ‘you should check out my home page,’ with the words ‘my home page’ in dark blue, bold and underlined on the screen.

“This kid had created a real-time hotlink. She’s talking to me in html, and she’s 11 years old. I’m 40 seconds into this, and all these kids know that they know more than I do. And I’m a cyber-guru? This is humbling.”

Tapscott said universities have been slow to change in light of the digital revolution, tenaciously enforcing a “drill and kill” model of learning. The traditional

The Alumni Wall of Recognition was unveiled in the Students’ Union Building in 1994 to recognize U of A graduates who have made outstanding contributions to their professions and society. On Oct 1, Don Tapscott and three other alumni were inducted to the wall.

**Katherine Govier:** Graduating with an honours B.A. in English in 1970, Katherine Govier has become a major figure in Canadian literature with the publication of such acclaimed novels as *Hearts of Flame* and *Angel’s Walk*. In 1997 she won the Marion Engel Award for outstanding prose writing by a woman in mid-career. She has also won the City of Toronto Book Prize in 1992, and the Authors Award in 1979. Much of her short fiction has been included in anthologies. Govier has also served as president of PEN Canada, working on behalf of writers in prison around the world and promoting freedom of speech. She has worked on the Writer’s Development Trust, and is co-founder of the Writers in Electronic Residence program.

**Anatol Roshko:** After graduating with a BSc (Engineering) in 1945, Roshko went on to earn international renown for his research in fluid me-

chanics and gas dynamics, both important in aerospace engineering. He co-authored with H.W. Liepmann a standard textbook, *Elements of Gasdynamics*, published in 1956 and still used around the world. The teaching career of this world authority on turbulent shear flows includes two years at the University of Alberta and 40 at the California Institute of Technology where he is now Theodore von Kármán Professor, Emeritus. Roshko is a member of the U.S. National Academy of Engineering and a Fellow of the American Institute of Aeronautics and Astro-nautics.

**George Stanley:** George Stanley is perhaps best known for his design of the Canadian flag, first raised in 1965. But this 1929 graduate of law, who was eventually invested as a Companion of the Order of Canada, has done much to contribute to an understanding of Canadian identity. One of the first to write on western Canadian history, Stanley wrote 15 books over his career, including a biography of Louis Riel and *The Birth of Western Canada*. As a former lieutenant governor of New Brunswick, he set up Canada’s first undergraduate Canadian studies program at Mount Allison University. He has numerous honorary degrees and is a Fellow of Royal Society of Canada.

Three features of the N-Generation, found at Tapscott’s internet site: [www.growingupdigital.com](http://www.growingupdigital.com)

1. **Acceptance of diversity**—On the Internet, nobody knows whether you are black, white, short, tall, attractive or ugly. If an N-Gener is talking to someone using the icon of a dog, it doesn’t matter that it’s a dog—what’s important is what the dog has to say.
2. **Curiosity**—stimulated by the shift from the broadcast world to the interactive world.
3. **Assertiveness and self reliance**—access to the media enables the N-Gen to assert its voice. Some home pages are the equivalent of 1960s petitions, made by assertive N-Geners.

»» quick »» facts

## Pandas open new den in home arena

By Geoff McMaster

Virginia Woolf said it some 70 years ago—if you want to make it in this world, you need a room of your own. And although the hockey Pandas will wield sticks rather than pens going into their second season, there’s little doubt their own dressing room in the Clare Drake arena will make them feel stronger on home ice.

Thanks to a \$10,000 donation by Davies Park for renovations to an existing room, the players will now be able to hang up their equipment, settle in, and concentrate on repeating their triumphs of last year.

“Considering there’s so much equipment involved in hockey, especially for people who take the LRT, or who don’t drive to school...it has been a bit of a hassle,” says Marlow Kulak, who plays defence for the Pandas. She says the dressing room is an encouraging sign the university takes women’s hockey seriously.

“It’s unique to women’s hockey in Alberta, I’m sure,” says coach Howie Draper. “The only other [women’s] team that had that luxury was the Olympic team last year, but they’re not centralized any more...so it’s probably fairly unique to Canadian varsity hockey for women. It’s



Pandas hockey team making themselves at home in new dressing room

good for the girls to feel that they’re accepted like any other team on campus.”

The Pandas hockey team was resurrected last year (after a hiatus of almost 50 years) because of the growing popularity

of women’s hockey across the country and a strong push for gender equality on campus. Despite some pretty tough competition from six teams in the Canada West Universities Athletic Association hockey

conference, the Pandas won the 1998 conference championship. This season, says Kulak, the team’s sights are clearly set on national success.

U of A alumnus and former hockey Bear Darwin Park of Davies Park says he and his colleagues want to help the fledgling team achieve that success, because they know how it feels to be the new kids on the block. Davies Park was established just 10 years ago.

“We wanted to support a new program,” says Park. “Established programs have their sources of funds and have an easier time of it. You need support early in your growth, not when you’re a mature organization.”

Since Davie Park’s donation, at least three other companies have pitched in support, donating carpentry work, painting and carpeting, says John Barry, director of physical education operations. “It’s had

a kind of snowball effect. It started off as a minor renovation, and we’ve now spent closer to \$20,000...we’re trying to give them exactly what the Bears have.” ■



## Professional development: the new challenge in higher education

*Dr. Doug Owram's keynote address at the U of A's Institute of Professional Development conference last month*

By Dr. Doug Owram, vice-president academic and provost

"Professional development is assuming a more important role at the University of Alberta, as in many other Canadian institutions. The formation of close links to outside interests whether corporate or professional, and the design of courses according to outside goals has created controversy within the academy and will undoubtedly create more in the future. Why then take this road at all? Why open ourselves up to a new, riskier and, in the minds of some, somewhat tainted direction? The answer lies in the changes of recent decades and the need to adapt in order to maintain the university's role as the primary source of higher education.

If asked about the traditional role of universities, people would, of course, point to education and research. Yet the other function of the university has been credentialing. The traditional invocation of convocation, that graduands are being given all 'the rights and privileges' of their degree, is really an expression of the monopoly the state has given universities to award an economically and socially valuable credential. Until the most recent generation, that credential was given to only a very small percentage of the population. In the 1950s, only one in 20 Canadians age 18 to 24 attended university. Even by 1965, after the explosion of the 1960s began, it was only one in 10. Thus the value of the credential was maintained by limiting supply, both by allowing few to award it and by ensuring that entrance standards guaranteed a degree of quality.

Until recently, Canadian universities also had something approaching a geographic monopoly. Though a few of the wealthiest students might have headed to institutions outside their community, it was not the Canadian tradition for children to go away from home for a post-secondary education if they had an option close at hand. Queen's, McGill and a few small colleges aside, most universities were made up of students from a clearly defined catchment area. The vast majority of University of Toronto students were from the greater metropolitan area. The vast majority of University of Alberta students were from Edmonton or surrounding communities.

Both monopolies determined our behavior. In some ways, if I might be deliberately provocative, we were like regulated public utilities. As monopolies, Canadian

universities tended toward behavior that emphasized the sound but not the innovative, the cautious rather than the daring. Our goals, many of them quite laudable, included the protection of standards and, as one individual recently put it, the screening of applicants; that is, keeping people out rather than trying to get them to come in. Finally, and very important to our sense of identity, we sought to maintain an autonomy from potential dangers around us.

Overall, the moderate and cautious behavior of the Canadian university system (as well as provincial granting policies) led to relatively level quality of undergraduate degrees. Of course there was a vast difference in the size and scope between University of Toronto and University of New Brunswick. However, those differences were played out to the greatest degree at the graduate level and in the research undertaken. Undergraduate degree quality was as likely to vary internally as between institutions. We in Canada had none of the highs of the elite Ivy League or the lows of a fourth-rate denominational college found south of the border. This, in turn, meant that in Canada the fact of having the credential rather than the origin of that credential was the most important. That was not the case south of the border where social reputation and marketability of degrees varied tremendously depending on the granting institution.

All this might seem remote from a conference on professional outreach. However, it is the erosion of this traditional world that brings us here today. Universities can no longer afford to treat their outreach function as something at the margin. Too many forces are intruding on our areas of previous monopoly. First, as the demand for post-secondary education expanded, provinces undertook a parallel expansion of the community college system. That system, once it took root, removed, or at least restricted, the university monopoly on credentials. Initially, of course, the distinction between the two systems and two sets of credentials was clear. As time went on, however, the colleges have undertaken functions previously reserved to universities. This has been most dramatic in British Columbia, where a whole set of community colleges have been transformed into degree-granting institutions. The change is also significant in Alberta, however, where

the growth of a robust transfer program and the more dubious applied degree program have blurred the line between colleges and universities. Universities may still hold a credentialing monopoly at the upper end of advanced education, but there have been considerable inroads relative to a few decades ago.

This erosion has been accentuated by technology. The arrival of video-conferencing and the Internet have allowed institutions to experiment with education outside their traditional catchment area. This has occurred most obviously at the top-end (in price) with executive MBAs, and at the bottom end where cut-rate institutions offer more attention to credentials than to education. The inroads exist across the spectrum, however, and are likely to continue.

These changes, added to considerable national reductions in university funding, have challenged the old verities. We have moved from a regulated monopoly to something more analogous to an open market, though the analogy cannot be carried too far. Also affected by this move is the relatively level value of an undergraduate degree. Like it or not, the future of Canada seems to lie in a more American direction—the source of the degree as well as the degree itself will be important. If this is the case, the University of Alberta wants to make sure it sits in the first tier.

From the perspective of this conference, however, the third change is most relevant. Twenty years ago the university education population in Canada was very small. Now one in six 18 to 24 year olds attends university and the proportion of university graduates in the country continues to rise. Many of these people, whether self-motivated or with professional requirements, desire continuing education of a high level. Thus, for example, the new Health Professions Act will require a certain number of hours of upgrading for all health professionals in the province of Alberta. At the same time, these individuals hold positions which will not allow them to take extended leaves of absence to return to school.

The university has both a responsibility and a necessity to meet this emerging demand. The responsibility comes from our mandate and purpose as an advanced educational institution. The quality and range of programs demanded by these professionals is best provided by a university. The necessity comes from the single fact that if we do not meet our responsibility in this market, somebody else will. And that somebody will likely charge more and provide less consistent quality. We will then complain when the public fails to understand our importance in the struggle among contenders for access to the public purse.

This is where the Centre for Professional Development must become a vital part of the university's activity. It is experimental in the Canadian context. There will be growing pains and mistakes along the way. It is important we succeed, however, and we can do so if we keep the following basic principles in mind. First, the courses must be of high quality and aimed at a high level (as is appropriate to a university). They must be flexible in length, scheduling and mode of delivery (as befits the market). They must draw on the expertise and range of our faculty (which is our greatest strength in the outreach effort).

It is a challenge to adapt to the new world of professional development. We should keep it in perspective, however. First, it will never replace the primary function of the University of Alberta. The vast majority of people will come here to learn face-to-face and do so within traditional degree programs. Second, those who would argue we are selling our birthright to outside interests shouldn't get too upset. Remember that the Faculty of Extension is one of the oldest in the University and that Tory and the early faculty members engaged in their own version of distance education. They regularly toured the province to bring the university to the broad community and to meet needs that could not be handled in the traditional manner. What we are attempting to build today follows that tradition. ■

## folio letters to the editor

### Mystery of the missing desk

May I seek your assistance in solving a mystery? Recently, I attended an event in the Senate Chamber of the Arts Building where I expected to reacquaint myself with the desk of Henry M. Tory. It was not there!

Tory's desk was rescued from oblivion in the late 1960s by Professor Lewis G. Thomas and was stored in the office of the history chair, where it remained until the Arts Building was renovated. It was then

placed on public display in the Senate Chamber.

Now it has disappeared. Where has it gone? Is it on display in a better place (difficult to imagine)? Is it on temporary exhibition in keeping with our 90<sup>th</sup> Anniversary? Where? Your assistance is greatly appreciated.

Brian L. Evans  
Professor Emeritus

### Danish invasion

Growing recognition of the U of A's Scandinavian Program has meant growing external support in the form of community fund-raising. It also means financial support from Danish authorities in Ottawa who've agreed to support two years of Danish language instruction—a unique offering in Canada.

As part of the cultural agreement, the Royal Danish Embassy is sponsoring a display of the life and works of Danish author Karen Blixen (a.k.a. Isak Dinesen) Oct. 26 to Nov 13 in the lobby of Rutherford South.

Blixen's reputation has been growing to the point where she now ranks among the best known of the mid-century writers. Her best known work is the autobiographical *Out of Africa*, which inspired Sydney Pollack to create the romantic film of the same name, starring Meryl Streep and Robert Redford.

U of A Professor Emeritus Sara Stanbaugh, whose book on Blixen came

out in 1988, will star in the grand opening public lecture, and Danish author Charlotte Strandgaard will give also a public lecture.

While the U of A learns much about Danish culture, the Danes hope to learn a great deal about Canadian culture. October 17 to 23, 17 Danish teachers will be guests of the Faculty of Extension for an in-service program to acquaint them with Canadian content they might use in their English literature and North American history classes. The program is funded by the Danish Government, the Danish Association of Teachers of English and the teachers themselves.

Academic presenters from six different departments in the Faculty of Arts, Faculté St. Jean and the Faculty of Extension will provide the teachers with an overview of the art and literature of Canada, including that produced in the oral tradition by native peoples, and stories told by francophones who have lived in the West all their lives. ■



# Researcher makes Alberta "the dirt centre of Canada"

Robert M. Hardy (1906-1985)

By Geoff McMaster

As one of his former students put it, Dr. Hardy made sure Alberta became "the dirt centre of Canada." For much of his career, Hardy was the country's leading consultant in soil mechanics, providing expertise as far away as South America and India. If you wanted to know how the ground would shift beneath your feet, Hardy was the man to call.

In the 1940s, few people knew much about soil mechanics, except that "if you got into mud you got stuck," says former student and colleague George Ford. "He was the man everyone looked to for the answer. For runways, for roadways, for dams, anything you wanted to do in which soil and materials were used." According to Dr. Dave Cruden, engineering, Hardy also established many of the modern construction techniques for high-rise buildings in Edmonton.

And if hard work is the formula for success, this former dean of engineering was well ahead of the race, sometimes at the expense of his personal life. From his graduation in 1929 from the University of Manitoba with a gold medal in civil engineering, he worked almost every day of his life. Regarded as shy and retiring, he was also the kind of man who could multi-process with aplomb.

"Hardy could talk to a staff member, plot a graph, read an article, answer the telephone, write a letter, and effectively deal with the problem at hand all at one time," writes Ford in *Sons of Martha*.

Hardy joined the University of Alberta's engineering faculty as a sessional

lecturer in 1930, pursuing post-graduate studies at the Universities of McGill and Michigan during the summers. He took the only sabbatical leave of his career to study soil mechanics and foundation engineering at Harvard in 1939. It was perhaps the most crucial year of his career; he would later claim he learned more during his sabbatical than at any other time of his life.

In the 1940s, Hardy quickly scaled the academic ranks. In 1947 he was appointed professor, chair of the Department of Civil Engineering and dean of the Faculty of Engineering. While head of his department, he developed the graduate program into the largest in Canada, his reputation attracting students from around the world. But in 1959 he left the university to establish a consulting firm specializing in soil mechanics and foundation engineering, R. M. Hardy and Associates.

Hardy's research is credited with opening much of northern Alberta to development. He devised techniques for

building on permafrost, used in the construction of giant pipeline projects, on sections of the Alaska Highway, on major dams, and even in the town of Inuvik. He

also worked on the foundations of three large oil refineries in Edmonton, on bridges for the Canadian army on the northern highway system, and on frost-heaving problems for CNR. People used to remark that you couldn't fly over Alberta without seeing some major landmark supported by Hardy's expertise.

Despite commercial success, however, Hardy never strayed far from the classroom. In fact, education meant more to him than perhaps any-

thing else in his life's work. Under Hardy, says Cruden, the school "produced a generation of engineers at the beginning of the Leduc oil boom who built much of the infrastructure of the rest of the province."

Hardy's passion for education led him back to the University of Alberta in 1963, when he was also reappointed dean. Numerous investigations of construction fail-

ures convinced him the majority of such flaws were lapses in education, and he wanted to make sure engineering graduates took only the highest calibre of knowledge into the field.

Beyond the practical skills of the trade, Hardy believed in the value of a well-rounded liberal education. He encouraged students to learn business, psychology and even philosophy, going so far as to suggest social and moral issues be addressed in every engineering course. He felt it was the duty of his faculty's graduates to participate in community life and commit to a lifetime of learning.

"Since our prime objective is to teach people to think, I would certainly hope each student would continue his education after graduation," he said upon his retirement from the university in 1971. "It must be continuing education in the truest sense, not just an upgrading of techniques."

Perhaps Hardy's greatest quality, say those who knew him, was his conviction that while no one had a monopoly on knowledge, everyone had something to say about a project.

"He would sit down on a clod of dirt and listen to the foremen of the sections to hear what they had to say about what was going on," says Stan Thompson, a former doctoral student of Hardy's who assisted him on the Alaska Highway in the late 1950s. "No matter how wrong you were," says Thompson, "[Hardy] never said, 'you're wrong.'"



Dr. Robert Hardy

## Skirting academia for applied philosophy

Quest for knowledge and a touch of wanderlust leads philosopher to a degree in nursing

By Lucianna Ciccocioppo

"Life is a moveable feast," said Dr. David Hammond, quoting Hemingway. He takes the line seriously, moving—from one degree to another. An undergraduate degree in science led to a one-year bachelor of journalism, then a master's in philosophy, a PhD in curriculum and philosophy and now nursing.

"I've suffered a bit from wanderlust," he said with a smile, all in pursuit of what it means to be a human being. "I never imagined I would become a nurse. It cropped up as a way of working closely with people," said Hammond. It's not a career switch but rather a blending of all his disciplines to interpret the human experience.

"It's an attempt to delve more thoroughly into the questions that crept up when I was doing my philosophy degree. I was unable to address them in education, particularly in a tenure-track position." So he's "skirting academia" to apply his hermeneutic philosophy background (the study of interpreting) to nursing, a field he believes is more receptive to questions about mortality and the human experience.

But he has other reasons for entering the nursing profession, ones closer to his heart. "It's a tribute to my mother. She was a nurse," said Hammond. He also wants to introduce his 11-year-old daughter to a profession "that shows the accomplishments of women and a different approach to the study of human beings, a perspective that is not readily acknowledged today."



David Hammond "finding himself"

Hammond is doing field work with Dr. Jan Morse, head of the International Institute for Qualitative Methodology who is investigating suffering in the illness experience. He's applied for a grant from the Alberta Heritage Foundation for Medical Research to pursue post-doctoral studies. "I'm looking at self-renewal in the aftermath of trauma and dealing with questions of mortality. How do people find themselves after trauma?"

With his education background (he teaches a graduate seminar in the Faculty of Education,) Hammond hopes to develop nursing theory to make people better nurses.

"His interest in understanding the human experience is certainly core to what we do," said Dr. Lillian Douglass, the fac-

ulty's associate dean undergraduate. Nursing involves mental, physical, social and spiritual approaches, she explained, and "his perspective fits very nicely." Increasingly, nursing has been attracting people from other disciplines looking for a new career direction but ultimately they share similar interests in "wanting to work with people, to understand them and assist them in achieving better health."

Still, he said some of his nursing peers are fascinated by his reasons for returning to school—again. While he has advanced standing for a nursing degree, he's not sure how soon he will complete it. It depends on whether he receives his research funding and when, and if he subsequently switches to part-time nursing studies.

What is clear, however, is a career dedicated to teaching and research isn't enough. Hammond wants to live his research. That's means being a nurse on a contract or part-time basis.

"A scholar pursues provocative questions and follows them out. I want to retain scholarship; there's a sense of ownership." He said he's concerned about the tendency at universities for academics to be tied to research programs financed by others.

And once he's done his studies, his wife wants to become a nurse, so they can sell their home, take their skills to travel the world with their daughter and find out more about the human experience.

It seems wanderlust runs in the family. ■

## appointments

### ■ MARY LOU CRANSTON

The Board of Governors of St. Joseph's College, University of Alberta, is pleased to announce the appointment of Cranston, cnd, STD, as director, St. Joseph's College Ethics Centre.

### ■ DR. SHARON JAMIESON

Dr. Sharon Jamieson, executive assistant to the president, has been appointed acting associate vice-president (international). She will continue her role as executive assistant to the president while acting AVP.

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# University of Alberta

# faculty of nursing

## nursing turns eighty with energy and style

The Faculty of Nursing has much to celebrate as administrators, staff, students, colleagues, associates and members of the public join together to mark the eightieth year of nursing education at the University of Alberta. Across the country, Faculty supporters are saluting the future as much as they are honouring the past, thanks to such recent developments and achievements as:

- The implementation of an exciting new undergraduate curriculum that encourages Bachelor of Science in Nursing (BScN) students to tie what they learn and know directly to the practice setting;
- A growing demand for Master and PhD in Nursing degrees from the U of A by outstanding individuals who are setting records for graduate-student funding;
- A faculty that as a group this year more than doubled its previous record for research awards and grants, and whose work is attracting attention across the country and around the world;
- A first-ever capital campaign that has raised more than \$700,000 in less than two years;
- A Community Health Centre that will not only expand opportunities for teaching and research, but will enhance the Faculty's already impressive record of public service;
- An International Nursing Centre that will solidify the global presence of the Faculty of Nursing at the U of A.

### *An Impressive Past*

From the beginning, the history of the Faculty of Nursing at the U of A has been notable for its firsts. In April of 1918, when five graduate nurses were designated to receive specialized training in support of the province's new emphasis on public health, not only did they become the first nursing class at the University of Alberta, they also entered the first university-based nursing certificate program offered in Canada.

In 1975, the year the U of A School of Nursing became a Faculty, it also launched the first Master of Nursing (MN) program in the prairie provinces.

In 1991, the U of A became the first university in Canada to fund a doctoral program in nursing and today the Faculty of Nursing boasts the greatest number of doctorally prepared faculty at any school of nursing in the country.

The Faculty of Nursing has achieved many other Canadian firsts over the years, perhaps most notably the introduction of a collaborative program with Red Deer Community College in 1989 which allowed students to earn an entire BScN degree from the U of A at the Red Deer College site. Today this program is also available at Keyano College in Fort McMurray and at Grande Prairie Regional College, and Grant MacEwan Community College in Edmonton offers the first two years of the BScN in a university-transfer program. To date more than 8,000 nurses have completed their training at the University of Alberta, and the Faculty of Nursing has become a centre of excellence with three important missions: teaching, research and public service.

### *An Emphasis on Teaching*

The Faculty of Nursing has grown in eighty years from an enrolment of five to a registration of nearly 900 students. In the 1998-99 term, 770 students are registered in the baccalaureate program, 92 in the MN program and an impressive 45 in the PhD in Nursing program.

The Faculty's academic staff today includes 63 continuing professors and 45 sessionals. They are supported in their educational endeavours by an administrative program that has been developed specifically to foster teaching skills and knowledge, by computer capabilities with a range of health-care and educational applications, and by a health-sciences library that is second-to-none.

*continued on Page 2*

## dean wood bids adieu

"We have successfully completed a number of ambitious and innovative projects in the past eleven years," says Marilyn Wood, DrPH, who will conclude her second term as dean of the Faculty of Nursing in December, 1998. "It has been an interesting and challenging time."

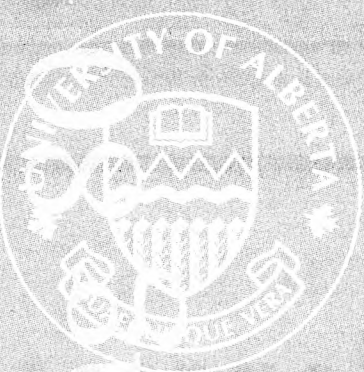
Wood says that many of the changes that have taken place during her tenure, such as the launch of the PhD in Nursing program, the implementation of the collaborative program, and the introduction of a context-based approach to learning, have been designed to ensure that the work in the Faculty remains relevant to nursing practice and the growth of nursing research.

"In the past few years, for example," she says, "we have seen the role of nurses expand to include a much wider range of opportunities in the community. This has prompted major shifts in our approach to nursing education."



Wood gives credit for the successful implementation of new programs and initiatives to the energy, vision and determination of others. "It has been a privilege to work with so many dedicated and talented individuals, both from within the Faculty and outside it," she says.

Following several years of cutbacks to the health-care system, Wood is pleased to point out that the government has now asked the Faculty of Nursing to increase its student intake to meet anticipated future nursing shortages. "This Faculty is in a prime position to provide leadership in Canada into the next century," she says. "It is because of the quality of the people here, and the work that they are doing."



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continued from page 1...

### Research for Life

The research program in the Faculty of Nursing is intended to advance nursing knowledge in theory and practice, and it is increasingly interdisciplinary in nature. In 1995, two faculty members, Dr. Margaret Harrison and Dr. Beverley O'Brien, received Health Scholar Awards from the National Health Research Development Council/Medical Research Council to advance their work with the Perinatal Research Centre. In 1998, Dr. Vangie Bergum, recently appointed as interim co-director of the John Dossetor Health Ethics Centre, was awarded a major grant from the Social Sciences and Humanities Research Council, and in May of 1998 the International Institute for Qualitative Methodology, the first of its kind in the world, was established at the U of A under the directorship of Dr. Janice Morse of the Faculty of Nursing. Nine full-time faculty members receive salary awards from national or provincial granting agencies.

### A Public Responsibility

The public-service mission of the Faculty of Nursing recognizes a responsibility to the wider community of Edmontonians, Albertans and Canadians, and to the international community. Faculty members and students participate in community-care initiatives that range from involvement in the annual student practica in Guatemala to working with children and families in Edmonton's inner city.

The Faculty's Community Health Centre, familiar to first-year students across the campus for the inoculation and tuberculosis-testing programs it conducts in cooperation with the Faculty of Medicine, is also the location of a host of community support groups and a venue for a variety of valuable hands-on learning experiences.

### A Future Without Limits

Across the country there is renewed demand for highly qualified nurses in all types of practice settings, and at the same time tens of thousands of "baby-boom-generation" nurses have begun to consider retirement. Today's nursing students can contemplate their futures with both confidence and optimism.

As opportunities for nursing professionals increase in number, they are also increasingly diverse. Computer technology, changes to the health-care environment and an increasingly global perspective on health issues require expertise in areas that were not even dreamed of when the first group of nurses registered at the U of A. These and many other developments present challenges to those who are working to prepare the nurses of the future, and to contribute to the growth of nursing knowledge. They are challenges the Faculty of Nursing and the University of Alberta, with its team of outstanding teachers, distinguished researchers and innovative administrators — not to mention its eighty years of experience — are eminently well positioned to address.

# from Bench to Bedside and Beyond

*"In the eighteen years that I have been at the U of A, I have been amazed to watch how the research in this Faculty has grown, not only in its breadth and depth, but also in its energy."*

— Janice Lander, PhD, Associate Dean, Research

In 1997-98, academic staff and students in the Faculty of Nursing attracted nearly \$1.4 million in research funding to the U of A — more than double the previous record. These grants and scholarships have expanded the already stunning diversity and number of funded projects currently underway in the Faculty of Nursing where, among many other subjects, researchers are investigating:

- the use of new information technologies in the care of chronically ill children;
- interventions that help children of young and disadvantaged mothers to become better learners;
- gender bias in health research and health-related policy decisions;
- staffing patterns in hospitals, and their impact on clinical outcomes;
- pain management in infants and children; and
- ways to help families cope with advanced cancer.

The areas of interest of nurse researchers at the U of A include not only the physical aspects of illness, injury and disease and their treatment and prevention, but also the emotional, psychological, spiritual, ethical and historical dimensions of human life and health. Often in collaboration with researchers in other disciplines, nurse researchers



Dr. Janice Lander

approach their work using methodologies that range from clinical trials to phenomenological explorations.

Even prior to setting in-house records, U of A nurse researchers had established an enviable pattern of attracting major awards and scholarships from such agencies as the Medical Research Council, the National Health Research Development Program, and the Social Sciences and Humanities Research Council.

In 1998, the International Institute for Qualitative Methodology was established

at the U of A under the directorship of Dr. Janice Morse of the Faculty of Nursing, whose work has earned her an international reputation in the field. Also in 1998, opportunities for students and academic staff to work with outstanding clinical investigators expanded when Dr. Kathy Hegadoren, who is highly regarded for her work in the areas of neuropsychopharmacology and the neurobiology of psychiatric disorders, joined the Faculty. Other faculty members are working in such diverse fields as gerontology, perinatal health, health ethics, nursing history, research utilization, and the uses of computer technology in improving health care for Albertans.

The field of nursing research may be relatively young in comparison to other health disciplines, but at the U of A its substance and range is attracting attention and support in some highly competitive arenas.

Readers who wish more information on Faculty of Nursing research are invited to call 492-6832 for a copy of the Faculty's most recent *Research and Scholarly Activity Report*.



# Beyond the Baccalaureate



Dr. Phyllis Giovannetti

In recent years an evolving health-care environment has created new and greater demands for specialized nursing skills, and nursing professionals in all clinical fields are demanding that research evidence form the basis of their practice. The evolution of the graduate education program in the Faculty of Nursing at the U of A reflects the growth of nursing as a profession, and as a research-based health discipline:

- In 1975, the first student was admitted to the Master of Nursing program at the U of A; today nearly one hundred MN students are registered.
- In 1991, the U of A became the first university in Canada to fund a PhD in Nursing program. To date, fourteen students have completed the program, and 45 more are registered.

The excellence of these students is demonstrated by their success in obtaining competitive awards. For example, in 1997-98, nursing graduate students attracted approximately \$485,000 in scholarships, placing them among the most highly funded graduate students at any university school of nursing in Canada.

"From a variety of measurable perspectives," says Dr. Phyllis Giovannetti, the Faculty's Associate Dean, Graduate Education, "we have the best graduate nursing program in Canada. For many years, we have had more doctorally prepared faculty than any other nursing-education program in the country, and surveys show that our PhD graduates have without exception been highly successful in finding excellent positions. Most are employed at Canadian universities, and many have secured post-doctoral fellowships."

### Reaching Out

In response to the needs of today's prospective students, the Faculty of Nursing is currently working to extend its distance-education programs to graduate-level courses.

"We have experience in this area," Giovannetti points out. "In the early 1980s, members of our faculty taught courses to MN students at the University of Calgary with the help of teleconferencing equipment from Telus, and more recently we offered our MN program via distance to a cohort in Red Deer. We have also recently received LEE 3 funding to develop a web-based PhD-level course. In short, we are well positioned to take a leadership role in distance education at the graduate level."

Distance education would allow many more nurses, not only from Alberta, but from around the world, to benefit from the graduate-level expertise located at the U of A. "Many would-be graduate students are also practising nurses," Giovannetti says. "They cannot afford to leave their jobs, and often their families, to do graduate study in Edmonton."

Giovannetti notes that graduate students make a significant and highly valued contribution to nursing knowledge and expertise. "Our graduate students are our colleagues," she says. "We do whatever we can to support them as they work toward their goals."



# context-based learning: what is it?

Faculty of Nursing first-year students and their faculty tutors became University of Alberta trailblazers during the 1997-98 academic year, when they pioneered a "context-based" approach to undergraduate education. Context-based learning (also called "problem-based" learning) allows groups of eight to ten students to acquire nursing knowledge by addressing reality-based health scenarios.

"The context-based approach is gaining extensive acceptance in practice-oriented professions world-wide," says Dr. Rene Day, Chair of the Faculty's Collaborative Curriculum Development Committee. "It encourages students to think holistically, to draw everything they know into a clinical situation."

In the context-based learning program, student groups meet for six hours every week with faculty tutors to explore a series of scenarios. Each scenario describes in a few sentences a health-care situation taken from real life — a woman in menopause who has found a lump in her breast, for example, or a boy from a Hutterite colony who is living with cystic fibrosis, or a prostitute facing health risks in the inner city. Relevant concepts from nursing, anatomy, physiology, medical microbiology, psychology, sociology, political science and philosophy are included in each scenario.

As a group, the students engage in a process to determine what they already

know in relation to the scenario, what they need to know, and what strategies will help them to acquire the knowledge they need. These strategies may include searches of the library, their textbooks, computer databases and the Internet, as well as consultation with health professionals, community agencies and other resources.

Faculty of Nursing tutors for each group act as facilitators, and challenge students to think critically about the practice of nursing and group process. Students also meet with content experts from nursing and other disciplines in regularly scheduled sessions to enhance the learning of key concepts.

*"There have been many challenges as the Faculty of Nursing embraced the change to a context-based process, and we are grateful for the support we have received during this transition."*

— Dr. Rene Day, Chair, Collaborative Curriculum Development Committee

Labs and blocks of clinical experience in acute care, community health and other health-related settings provide opportunities



Dr. Rene Day

for students to develop nursing skills. Day says that while the first year of implementation presented many challenges to students and faculty from nursing and other disciplines, the benefits of the shift in emphasis from a focus on teaching to a focus on learning have generated widespread energy and enthusiasm for the program.

"Absenteeism is almost nil," she says, "and students are excited about their learning. The new approach makes them more resourceful, more appreciative of research, more confident, and better equipped to work as members of teams. One of the major differences is that students assume responsibility for their own learning in a way that rarely happened with the traditional lecture approach. It is very rewarding to be a part of this learning process."

## nursing again sparks student interest

"Following the health-care cutbacks, we experienced a drop in student enrolment," says Dr. Lillian Douglass, newly appointed Associate Dean, Undergraduate Education in the Faculty of Nursing. "Now that the nursing workforce is being re-established, the profession is once again seen as viable, competitive and attractive. We have more than met our quota of new first-year students for 1998-99."

Employment opportunities for graduating nurses are increasingly bright. "A survey of 1997 nursing graduates revealed that all job seekers had found employment," Douglass says. "This year, more of our graduates are being hired into permanent positions."

While nursing shortages at the moment are most obvious in such areas as critical care and home care, Douglass says that Canada's aging population will soon mean that more nurses are needed in all areas of practice. "The Canadian Nursing Association predicts that 113,000 nurses will reach retirement age in the next ten years or so," she says. "For the foreseeable future, our newly minted nurses should have no trouble finding work."

### A Curriculum For the Future

One of Douglass's responsibilities as associate dean will be to oversee implementation of the new undergraduate curriculum (see "Context-based Learning," this page). She is enthusiastic about its potential.



Dr. Lillian Douglass

"Solid nursing knowledge and advanced-practice skills are as important as they ever were," she says. "But today's nursing graduates must also be prepared to work in a variety of rapidly changing health-care environments. Our new program prepares them for that reality."

Douglass worked as a tutor with two groups of students during the first year of the new curriculum. "It was tough sledding initially," she says, "because it was so new. But after just a few months, students and faculty alike were amazed at what they had accomplished. Our students had rapidly become highly motivated critical thinkers who were able to integrate new content, challenge one another, be accountable to themselves and others, and work as members of a team. Since the context-based approach puts the client at the centre, it is also good for the health-care system."

Douglass looks forward to the time when the new curriculum is operating across all four undergraduate years. "The excellence of our faculty and students combined with this new learning approach present us with the potential to create the finest Bachelor of Science in Nursing program in the country."

## Nurturing skills in teaching

"Teaching Matters" is not only the name of an ongoing program of professional-development seminars in the Faculty of Nursing, it is also a commitment the Faculty made manifest in 1996 when it created the position of "Associate Dean, Teaching." The Faculty of Nursing is the only faculty on the University of Alberta campus, and one of few in Canada, to have established an administrative position devoted exclusively to this aspect of its work.

"Scholarship is the dissemination of knowledge as well as the generation of knowledge," says Dr. Marion Allen, who was appointed Associate Dean, Teaching in May of 1998. "Teaching is central to scholarship, and it has received equal billing with research in the Faculty of Nursing mission statement for many years."

Allen's responsibilities as associate dean include individual consultation with faculty members in classroom, research and clinical settings. She facilitates the brown-bag presentation-and-discussion series entitled "Teaching Matters," and works with teaching-focused support groups. She also helps with faculty orientation and dossier development. In recent months, she has begun to work with the Faculty's International Committee to develop guidelines that will meet

the needs of international students and support faculty preparing to teach overseas.

Allen is assisted in her work by a growing number of teaching-related liaisons with other faculties at the U of A and universities across the country. She is looking forward to participation by the



Dr. Marion Allen

Faculty of Nursing in a new university-wide program that will allow future academics to learn teaching skills while still attending graduate school.

"There has been a general increase in respect for teaching at the U of A in the past few years," she says. "Many faculties in addition to our own, for example, now consider teaching as a factor in assessments for merit increments and the hiring of new academic staff."

A major focus of Allen's responsibility as associate dean is to assist in the implementation of the Faculty's new curriculum (see "Context-based Learning," this page).

"The new program has taken us from the 'sage on the stage' to the 'guide by the side' approach," Allen says. "It has required enormous changes to traditional teaching methods."

Allen says that content is central to the teaching experience, which is why the Faculty has placed such emphasis on the careful development of the new curriculum. "But you must also be able to communicate that content," she says. "Teaching is student-focused activity. When it is done well, the outcomes are very rewarding. To watch students grasp a concept and then put it to work is an exciting experience for any teacher."



# A Home for International Initiatives

A visit in mid-August of 1998 to the new International Nursing Centre on the fifth floor of the Clinical Sciences Building reveals only an empty foyer and a small sign that indicates the doors to newly allocated office space.

One week later, the Centre has come to life. In their new offices, Dr. Linda Ogilvie, Chair of the International Committee in the Faculty of Nursing, and Karen Mills, the Faculty's International Consultant, are deciding how best to organize the materials on international health and nursing they have amassed in the past few years. They will then turn their attention to establishing the Centre's resource library.

The establishment of the International Nursing Centre was made possible primarily due to the generosity of a single donor, Alice MacKinnon. In addition to providing a locus for the Faculty's already extensive program of international activities, the Centre will allow expansion of its international recruitment program and the facilitation of more international student and faculty exchanges.

"Ultimately," Ogilvie says, "the International Nursing Centre will include an office for visiting professors, meeting space, and areas for our students and faculty to explore a range of resources on international subjects."



Memorandum of Understanding formalized between the University of Alberta, Faculty of Nursing and the Universidad Nacional Autónoma de México, Escuela Nacional de Enfermería y Obstetricia

## A Solid History

The Faculty's history of involvement in international initiatives dates back to the 1970s, when international content was first integrated into Faculty programs. In 1986, an international nursing research conference was held at the U of A, and in 1995 Karen Mills became the first Faculty appointment with a mandate to deal exclusively with international matters.

Recent and ongoing international initiatives include:

- Faculty-led senior student practica in Guatemala since 1993;

- Computer-mediated colloquia and student exchanges with schools of nursing in Canada, the United States and Mexico;
- Faculty exchanges and visiting professorships with universities in Thailand, Japan and other countries;
- Memoranda of Understanding with faculties of nursing in Sweden, Netherlands, Wales, Japan, Thailand and Mexico;
- Multidisciplinary health-sciences student exchanges with six European universities;

- International Day, an event that attracts nearly two hundred students, nurses, faculty and community members every year.

Today the Faculty of Nursing has embarked on an ambitious strategic-planning process with a view to greater emphasis on international and intercultural content in all areas of activity, including education, research and public service.

"The Centre will allow us to develop our international presence," Ogilvie says. "We will be able to take greater advantage of existing opportunities, as well as explore new ones."

## telehealth



The Faculty of Nursing Telehealth site is located in the Health Centre on the main floor of the Clinical Sciences Building. Telehealth can instantly transport health care expertise to people in isolated settings through videoconferencing and computer — reducing the need for travel by health care professionals and patients, and offering immediate attention. Telehealth equipment includes a micro-camera, a patient camera and electronic stethoscopes at each site.

# a focus on the future

The Faculty of Nursing has accepted with enthusiasm and remarkable success its newest responsibility as a member of the university community to ensure the quality of its own future programs through an energetic program of capital development. The Faculty's capital campaign, "Lighting Our Path to the Future," officially began in the spring of 1996, and already more than \$700,000 has been raised.

"The University-wide campaign helped get us started," says Laurie Hanasyk, the Faculty's Development Officer, "but our 80<sup>th</sup> anniversary celebrations in 1997-98 provided the major launch for our campaign."

The capital campaign is divided into target projects that reinforce the Faculty's mission to be a centre of excellence in three core areas: teaching, research and public service. The programs identified for support, each with its own financial goal, include student scholarships,

research, the International Nursing Centre, and the Community Health Centre.

"The majority of our graduates earn average incomes," says Hanasyk, "so we need to educate them about the benefits of planned giving. We do enjoy wide public support, however, because so many people come into contact with nurses every day. They recognize that nurses will play increasingly crucial roles in the future, particularly in such non-traditional areas as home care."

With the Canadian Nurses Association predicting a severe nursing shortage by the year 2011, demands on the Faculty are likely to increase dramatically in the next few years.

"Nursing education is expensive," Hanasyk says. "We're working to ensure that the money will be there - for our students through scholarships, and for our faculty for research and equipment."

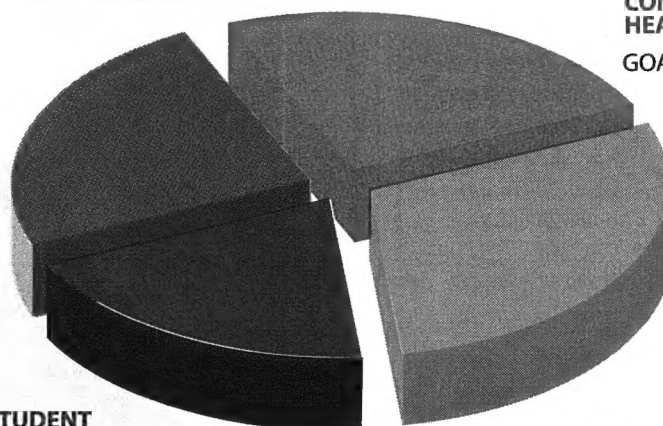


**RESEARCH**  
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GOAL: \$300,000

**INTERNATIONAL NURSING CENTRE**  
GOAL: \$200,000



continued growth



# The early bird gets the prize

*Killam professor rises early to tackle environmental problems*

By Phoebe Dey

Sleeping in is not in Dr. Phillip Fedorak's vocabulary. Every morning, including weekends, the environmental microbiologist wakes at 5:30 a.m. and sneaks in a couple of hours of work before his wife and daughter crawl out of bed. In fact, he is so well known for his daily routine, neighbors comment when he does not follow it.

"In the summer I'm well known around the neighborhood because my routine is, I get up early and then around 7 a.m. go for a roller blade wearing a bright yellow jacket," said Fedorak. "Then if neighbors see me just going for a walk, they'll ask me where my roller blades are."

His early mornings have obviously paid off. The biological sciences professor has earned several prestigious awards, including a 1998/99 Killam Annual Professorship. The Edmonton native received his B.Sc. in chemistry, masters in microbiology and PhD in environmental science, all from the University of Alberta. His interesting mix of degrees reflects an interdisciplinary approach to environmental problems that has made it easier to collaborate with chemists, engineers, soil scientists, toxicologists, and geologists. "It helps me discuss these problems with real experts," he said.

In simple terms, his research mainly deals with environmental issues for petroleum companies and ways to improve environmental quality. Drinking water, waste waters and oil spills are words that often



Dr. Phillip Fedorak

cross Fedorak's lips. So does tap water incidentally, of which he is a strong proponent. "Absolutely, I drink from the tap," he said. "There is less quality control on bottled water than there is on tap water."

Fedorak's career was mapped out long ago. "In junior high I decided I wanted to

be a chemist when I grew up." And now I take a chemistry approach to environmental problems."

Fedorak's studies took a change of course after his first laboratory summer job. In 1970, he was in his second year of chemistry and was working with the government, dealing with chemistry and waste water.

"The chemist I was working with was a bacteriologist and was using microbiological terms that I didn't understand because of my purely physical science background," said Fedorak. "In my fourth year, I took microbiology courses just to understand what he was saying."

And while Fedorak always knew he would be involved with chemistry, teaching came as a surprise to him.

"I never thought I would end up a university professor," he said. "I was mainly looking for a career in the lab and it just sort of fell into place."

After he completed his master's degree, the chairman of the Department of Microbiology recommended Fedorak for a Faculty Service Officer position. While he was working on his PhD, the position turned into a tenure position "with me in it."

Thousands of mornings and over a hundred publications later, Fedorak has only one regret. "I always jokingly said I was going to be a chemist or a bartender mixing drinks because of my love for being in the lab," he said. "My one true regret is I don't spend any more time in the lab with everything else going on." ■

## Eco-advocay course returns

*ENCS 401 "back by popular demand"*

By Lucianna Ciccocioppo

An environmental advocacy course is "up and running" as a special topics subject once again, despite fears it would be quashed to alleviate corporate concerns.

Environmental and conservation science (ENCS) 401 is "back by popular demand," says its founder and teacher, Dr. Jim Butler, Department of Renewable Resources. There are 25 students in the senior-level course, with 10 people auditing it.

Butler defines the course as "dedicated to excellence in environmental advocacy, defence of bio-diversity and natural eco-systems for those who view this to be in the forefront of environmental issues."

The course as "dedicated to excellence

in environmental advocacy, defence of

bio-diversity and natural eco-systems..."

—Jim Butler

Unconventional compared to other academic courses, ENCS 401 takes a hands-on look at advocacy procedures and legal aspects of environmental issues. Butler encourages his students to attend environmental protests, and invites speakers frequently to his classes. So far this year, one of the chiefs of the Ogoni tribe of Nigeria, Chief Tornwei living in exile here in Edmonton, has addressed ENCS 401 students on the impact of Shell Oil and its operations in his homeland. "Green" politician Tooker Gomberg and Brian Staszinski of Edmonton's Environmental Resource Centre have also been speakers.

A front-page story in *The Edmonton Journal* May 23, 1998 said the course would more than likely be axed and that its demise was imminent. In the *Journal* story, reporter Ed Struzik wrote "concerns it has offended the sensitivities of the forestry industry and the millions of dollars it donates to the university could see it dropped from the curriculum next year." The story did not name any faculty members or forestry companies opposed to the course.

Garry Bodnar, in the University Secretariat, says he did not receive any challenges or queries by faculty members regarding any courses offered by the Faculty of Agriculture, Forestry and Home Economics.

Department chair Dr. Jim Beck says, far from being dropped, the course is on its way to becoming a part of the permanent course offerings. ■

## Operating budget must grow to ensure success

*VP Finance crunches numbers of biggest AGM ever*

By Geoff McMaster

Without an increase in operating funds, the University of Alberta will not become indisputably recognized as among the best universities in the world, said Vice President (Finance and Administration) Glenn Harris.

Speaking at the university's Annual General Meeting Oct. 1, Harris said, "Given the difficulties created by cuts in provincial funding of 20 per cent in the mid '90s, maintaining budget stability in operating budgets has been critical. While revenue is increasing this year to \$615 million from \$589 million, most of that increase generated by the university's fundraising cam-

paign is not available for ongoing operations, he said.

More than 50 per cent of the university income is spent on the day-to-day business of delivering education to students. And more than 80 per cent of that core budget is consumed by salaries and benefits.

In order to attract outstanding students and faculty, said Harris, the university must continue to seek additional operating grants from the province. "It's why we must be successful convincing the people of this province that it is in their—your—best interests to see support increase."

The 1998 Annual General Meeting Oct 1 drew more than 700 people (up from 522

last year). About half were from the university and half from the wider community.

During question period, Kathy Brett of the University Farm Neighbors' Alliance expressed concern over plans for the farm land asking that residents in the area be included in any development plans. And Student Union Vice President external, Bruce McRae, said a new \$1.65 million bursary program, up from \$235,000 last year, would not be enough to ease the financial burden of all students. U of A President Rod Fraser replied that the increase demonstrates the university's commitment to ensuring equitable access to post-secondary education. ■

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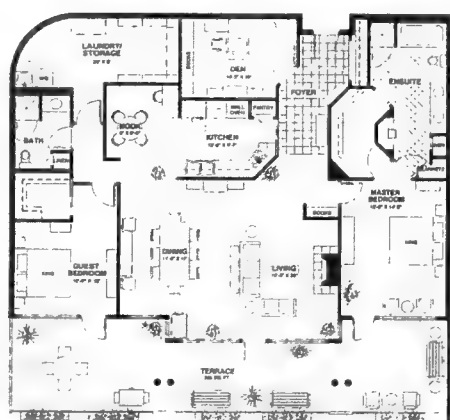
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# talks

Submit talks to Cathy Grant by 9 a.m. one week prior to publication. Fax 492-2997 or e-mail at public.affairs@ualberta.ca.

### ACADEMIC TECHNOLOGIES FOR LEARNING

October 20, 7:00 pm

Terry Evans, Deakin University, Melbourne, "Professional doctoral degrees in Australia - Issues of quality and convenience." 2-115 Education North.

### ADDICTIONS STUDIES

October 21, 7:00 pm

Carol Cameron, AADAC, "From Resistance to Resilience: Creative Solutions to Adolescent Addictions." 1-29 Education South

### ALBERTA CANCER BOARD

October 20, 7:30 pm

Dawna Gilchrist, "Cancer Genetics - What's New, What's Hot." Zane Feldman Auditorium, Cross Cancer Institute, 11560 University Avenue.

October 27, 7:30 pm

Andrew Belch & Linda Pilarski, "How Cancer Cells Spread." Zane Feldman Auditorium, Cross Cancer Institute, 11560 University Avenue.

### ART & DESIGN

October 29, 5:00 pm

Ellen Dissanayake, "The Relevance of Biology to the Arts: Hands and Minds" 2-20 Fine Arts Building.

### ARTS

October 28, 4:00 pm

Gerald Gall, "The International Protection of Human Rights - Effects on Domestic Human Rights Developments" Co-sponsored by the Office of Human Rights. L-2 Humanities Centre

### BIOLOGICAL SCIENCES

October 21, noon

Ellen Shibuya, "Signal transduction cascades in Xenopus oocytes." B-105 Biological Sciences Building.

October 23, noon

Marc Bélisle, Laval University, "Foraging group size: why do we need to look at many spatial scales? Some theory and a test with birds." M-229 Biological Sciences Building.

October 28, noon

David Begg, "Role of cortical cytoskeleton in cell cycle regulation and cytokinesis." B-105 Biological Sciences Building.

October 30, noon

Kamal Gandhi, "Fire-skips and old-growth beetles of northern Rockies: core lessons for forest managers." M-229 Biological Sciences Building.

### CANADIAN FEDERATION OF UNIVERSITY WOMEN

October 19, 7:00 pm

Linda Trimble & Annalise Acorn, "The Person's Case - 70 years later." Faculty Club.

### CANADIAN INSTITUTE FOR SCIENTIFIC AND TECHNICAL INFORMATION

October 23, 2:00 pm

Bernard Dumouchel, "The Scientific Knowledge Network." Tory Lecture Theatre 12

### CANADIAN INSTITUTE OF UKRAINIAN STUDIES

October 21, 3:30 pm

Tamara Hundorova, National Academy of Sciences of Ukraine, "Reversed Rome: Kotliarevsky's 'Aeneid' as National Narration" (in Ukrainian). 352 Athabasca Hall

### CENTRE FOR RESEARCH IN APPLIED MEASUREMENT AND EVALUATION

October 21, noon

Terry Ackerman, University of Illinois, "Graphical representations of two-dimensional data using multi-dimensional IRT." 3-119 Education North

### CHEMICAL AND MATERIALS ENGINEERING

October 22, 3:30 pm

Ioanis Nikolaidis, "The Future of the Net: From Technology to Market Economy." 343 Chemical & Materials Engineering Building

October 29, 3:30 pm

Wei-Yan Wang, "Rheological Study of Microstructure Ordering Mechanism of Triblock Copolymers." 343 Chemical & Materials Engineering Building

### EARTH & ATMOSPHERIC SCIENCES

October 23, 3:00 pm

William Sarjeant, "Footsteps before the Flood: Noah's Raven & the Dinosaurs." 3-36 Tory Building

### ENGLISH

October 23, 11:00 am

William Sarjeant, "The Geology of Middle-Earth" L-2 Humanities Centre

### ENVIRONMENTAL RESEARCH & STUDIES CENTRE

October 28, 4:30 pm

Ian Campbell, Canadian Forest Service, "Fire, Trees and Climate Change: questions from the mud." Alumni Room, SUB

### EAST ASIAN STUDIES

October 16, 3:00 pm

Keiko McDonald, University of Pittsburg, "Women in Japanese Cinema: Heroines in the films of Kenji Mizoguchi and Juzo Itami." Co-sponsored by Film and Media Studies. 141 Arts Building

### FACULTÉ ST JEAN

October 23, 9:30 am

Pamela Sing, "Pour une érotique de la prairie." / Cheryl Georget-Soulodre, "Laurier Gareau, Dramaturge de l'Ouest." / André Lalonde, "Louis Riel: perception de soi et des autres." 2-52 Faculté St Jean

October 23, 11:00 am

Denise Moulun-Pasek, "Vitalité des élèves de 11e et 12e années des écoles homogènes francophones." / Herman Duchesne, "Les autres parmi nous: le droit à l'éducation pour les élèves qui ont des besoins spéciaux au Manitoba." / Rachel Major, "Réflexions sur la situation franco-ontarienne actuelle." 2-52 Faculté St Jean

October 23, 1:00 pm

Claude Roberto, "Les missionnaires oblats et la sauvegarde des langues autochtones." Glenn Campbell, "Tradition et renouvellement dans les chants patriotiques de Georges Bilodeau, o.m.i." / Jean Pariseau, "Les Soeurs de la Charité de Notre-Dame d'Evron: 55 années de dévouement au Juniorat/Collège Saint-Jean." 2-52 Faculté St Jean

October 23, 3:00 pm

Luc Côté, "La lutte contre la culture de l'Autre. Identité et modernité dans les chroniques féminines du journal La Liberté, 1915-1930." / Brian Empson, "Un cas de fièvre obsessionnelle. Le Toronto Daily Mail devant la montée du nationalisme au Canada français, fin du 19e siècle." / Simon Pagé, "La communauté francophone d'Edmonton et le journal l'Ouest canadien." 2-52 Faculté St Jean

October 23, 4:30 pm

Dean Louder, "Exorciser l'amnésie collective des Québécois. Rappeler l'Amérique française." / Dulari Prithipaul, "L'insertion d'une approche multiculturelle dans l'enseignement francophone en Alberta." 2-52 Faculté St Jean

October 24, 9:00 am

Joseph-Yvon Thériault, "Le Québec est-il vraiment un Autre pour la francophonie minoritaire?" / Paul Dubé, "L'espace conflictuel de la culture franco-albertaine." / Stéphane Kelly, "L'image de la Guerre de sécession américaine dans les imaginaires canadiens." 2-52 Faculté St Jean

October 24, 10:30 am

J. Lafontant, "L'identité ou 'je': points de vue de jeunes Manitobains francophones." / C. Dallaire, "La communauté francophone en Alberta: ce que les jeunes en pensent." / G. Allaire, "L'université et la francophonie de l'Ouest." 2-52 Faculté St Jean

October 24, 2:45 pm

Raymond Breton, Natalie Kermoal, Gilles Cadrin et Jean Lafontant, "Table ronde - La francophonie historique: les possibles que le passé permet." 2-52 Faculté St Jean

### HUMAN ECOLOGY

October 29, noon

Nancy Kerr, "Industrial Hemp Grown in Alberta: Processing Methods, Fibre Properties & Potential End Uses." 131 Home Economics Building

### LAW

October 22, noon

Tsuyoshi Yamada, Niigata University, Japan, "Legal Aspects of the Japanese Corporate System and its Financial Institutions." 448 Law Centre. RSVP: 492-5590 / sparr@law.ualberta.ca

October 29, noon

John McLaren, "Of Websites and Colonial Legal History: Getting Web(bed) Feet." 231 Law Centre

### MODERN LANGUAGES

October 19, 7:30 pm

Jan Stål, Swedish Ambassador, "Current Relations between Sweden and the Baltics." Senate Chamber, 3rd Floor, Arts Building

October 28, 8:00 pm

Sara Stambaugh, "Isak Dinesen in America." Senate Chamber, 3rd Floor, Arts Building

### MOLECULAR BIOLOGY AND GENETICS RESEARCH GROUP

October 16, 3:30 pm

Marla Sokolowski, York University, "Fine fly dining: a roll of cyclic GMP-dependent protein kinase in Drosophila foraging behaviour." G-116 Biological Sciences Building

### MUSIC

October 23, 9:00 am

William Sarjeant, Distinguished Visitor, "A Geologist and Folk Song." 2-15 Fine Arts Building

### ONCOLOGY

October 26, 4:00 pm

Jennifer Graves, La Trobe University, Bundoora, Australia, "Evolution of sex and sex chromosomes in mammals." Co-sponsored by the Department of Bio-



logical Sciences. Rm 2286 Cross Cancer Institute, 11560 University Avenue

#### PHILOSOPHY

October 16, 3:30 pm

Joseph Almog, University of California - Los Angeles, "The Very Idea of Abstract Entity." 4-29 Humanities Centre

October 23, 3:30 pm

John King-Farrow, "Self-Deception, Dredging up ideas in Sartre and Fingarette." 4-29 Humanities Centre

#### PHYSICS

October 23, 3:15 pm

Mark Sherwin, University of California - Santa Barbara, "Ultracompact Optics of Semiconductor Nanostructures at Terahertz Frequencies." V-129 Physics Wing

#### PUBLIC HEALTH SCIENCES

October 21, noon

John Church, "Health Care Reform in Alberta." 2F1.04 Walter C Mackenzie Health Sciences Centre

October 28, noon

Lory Laing, "Adolescent Sexuality and Contraception in Guyana, South America." 2F1.04 Walter C Mackenzie Health Sciences Centre

#### RENEWABLE RESOURCES

October 22, 12:30 pm

<bbt> Yves Bergeron, Université du Québec à Montréal, "Understanding natural disturbance in Québec's boreal forest: a basis for modelling sustainable forest management?" 2-36 Earth Sciences Building

Susan Hannon, "Behavioural Approaches to Landscape Ecology in the Boreal Mixed-Wood Forest." 2-36 Earth Sciences Building

#### SIGMA XI

October 28, 7:45 pm

Bruce Sutherland, "El Nino/La Nina: The Success and Limitations of Weather Prediction" 2-07 Corbett Hall

#### SOCIOLOGY

October 19, 11:00 am

Marie-Andrée Bertrand, University of Montreal, "Penalization as a Gendering Strategy." 5-15 Tory Building

October 20, 7:00 pm

Marie-Andrée Bertrand, University of Montreal, "Les prisons pour femmes dans huit pays occidentaux" 1-01 Faculté St Jean

#### UNIVERSITY TEACHING SERVICES

October 19, 3:00 pm

Joyce Assen & Lorraine Orange, "Have ticket will travel." 281 CAB

October 22, 3:30 pm

Gretchen Hess, Tony Kernahan, Joanne McKinnon, "Theft, Vandalism, Sexual Harrassment, Fighting, Disruption, Discrimination, and Parking, Computer or Library Offenses" 281 CAB

October 26, 3:00 pm

Martin Beaudoin, "Computer Assisted Learning." 2-111 Education North (Multimedia Lab)

October 28, 2:00 pm

Murray Hawkins, "Managing the Classroom (for graduate students)." 281 CAB

# notices

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#### ETHICAL USE OF ANIMALS FORUM AND AWARDS PRESENTATION

The Lou Hyndman Sr. Forum on the Ethical Use of Animals will take place Tuesday, November 3, 1998 at Lister Hall, University of Alberta. Dr. David Fraser, professor of animal welfare at UBC will lead the workshop which will focus on philosophical ideas proposed as a basis for animal ethics and how these ideas relate to animal use in agriculture, biomedical research, wildlife and companion animals.

Although there is no charge for this workshop, all participants must pre-register to obtain preliminary reading materials. To register, leave your name and mailing address with

Dr. Donald G. McKay  
CW 401 Biol. Sci. Bldg.

University of Alberta,  
Edmonton, Alberta T6G 2E9

Email: dmckay@gpu.srv.ualberta.ca

Phone: (403) 492-5193 or FAX: (403) 492-7257

The workshop will run from 8:30 a.m. to 4 p.m. and will be followed by the Lou Hyndman Sr. Awards presentation and Dr. Fraser's keynote address.

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1. which make best use of existing external resources in support of the course;
2. conform to guidelines regarding access for disabled students;
3. display original dynamic content through simulations, animations, or applets;
4. sites which make appropriate and effective use of audio, and video resources;
5. are clearly written and have engaging content design.

The contest opens on September 14th, 1998.

Registration will be accepted for a period of six weeks until the end of October. Entries must be for a registered and scheduled university course taught during the 1998-1999 school year (including the summer term). Team projects will be accepted as well as projects which involve only part of a scheduled course. Individual projects will compete along with team projects.

Registration can be sent online through this web site or by campus mail to

Chart Your Course

Academic Technologies for Learning

2-111 Education Centre North

University of Alberta

To view a selected list of resources which may help some get started and help others to expand their horizons or to review the judging criteria before you register. See <http://www.atl.ualberta.ca/events/cyc/home.html> for more details

#### DIVERSITY/EQUITY FUND

The application deadline for the current round of competition for the Employment Equity Discretionary Fund is October 27, 1998. Check <http://www.ualberta.ca/~hurights> or call Cathy Anne Pachnowski, Employment Equity Advisor at #3020 for details.

#### SECOND LANGUAGE ACQUISITION BAG LUNCH

There will be an organizational meeting for a cross-disciplinary discussion group on issues in second language acquisition and bilingualism October 5, 12 p.m. in Arts, Room 303. For more information, please contact Ann Penningroth (apenning@gpu.srv.ualberta.ca) or Elena Nicoladis (720040.2141@compuserve.com).

#### TECHNOLOGY FOR SUCCESS

A Technology for Success '98 Symposium, Information Fair and Showcase will be held Tuesday, October 20 from 7 a.m. to 1:30 p.m. Registration information is available at Career and Placement Services (CaPS), 2-100 Students' Union Building.



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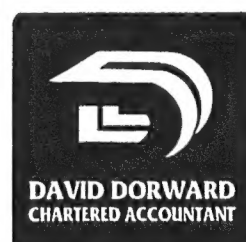
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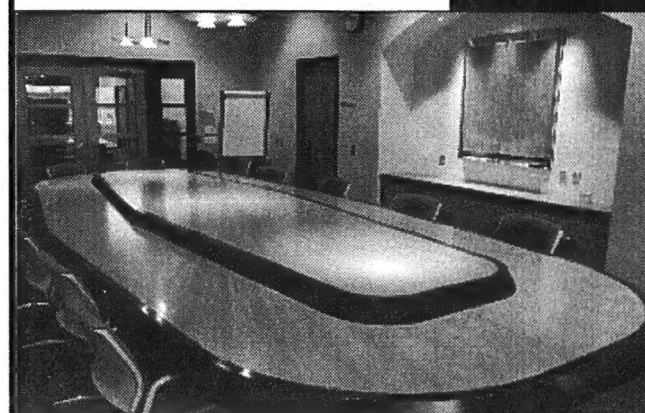
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Washington, DC

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4.00 pm

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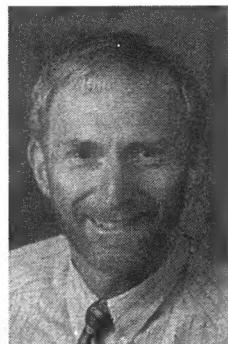
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University of Alberta

# events

## MUSIC

### DEPARTMENT OF MUSIC

October 17, 7:30 pm

A Viennese Evening – featuring Stéphane Lemelin (piano) and Tanya Prochazka (cello) performing the complete Beethoven sonatas for cello and piano. Convocation Hall, Arts Building. Admission: \$10/adults, \$5/students & seniors

October 19, 8:00 pm

An Evening of Big Band Jazz – featuring the GMCC and U of A Jazz Bands – Ray Baril & Tom Dust, directors. Convocation Hall, Arts Building. Admission: \$7/adult, \$5/students & seniors

October 22, 8:00 pm

Chanticleer, TriBACH Artists, McDougall United Church (10125 101 Street). Co-sponsored by the Alberta Choral Federation and the Edmonton Chamber Music Society. Admission: \$20/adult, \$12/students & seniors

October 23, 9:00 am

Masterclass with Chanticleer, Shaw Conference Centre (9797 Jasper Avenue). Call 492-0601 for information.

October 24, 8:00 pm

Master of Music Recital: Maura Sharkey, soprano, Convocation Hall, Arts Building. Free admission.

October 26, noon

Noon-Hour Organ Recital featuring students of the Department of Music and guests. Free admission.

October 29, 7:00 pm

Piano masterclass with Jean-Paul Sevilla, Convocation Hall, Arts Building. Free admission.

## EXHIBITIONS

### BRUCE PEEL SPECIAL COLLECTIONS LIBRARY

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"Adversaria: Sixteenth-Century Books and the Traces of their Readers" and "The Book of Nature: the Eighteenth Century & the Material World", Hours: Mon-Fri 8:30-4:30 pm

### FAB GALLERY

October 27-November 8

An exhibition of works by Marianna Parolin/James Long, MFA printmaking. Gallery hours: Tues to Fri 10 to 5, Sun 2-5 pm. Reception: October 29, 7-10 pm. 1-1 Fine Arts Building

### HUMANITIES CENTRE

October 7-21

The Human Rights Cycle, an exhibition of paintings by Erik Brauer commemorating the Universal Declaration of Human Rights. Sponsored by the Government of Austria. Mon-Fri 1-4:30 pm. 6-40 Humanities Centre

### RUTHERFORD SOUTH ENTRANCE HALL

October 26-November 13

The Life and Works of Karen Blixen (a.k.a. Isak Dinesen). Sponsored by the Royal Danish Embassy.

## READINGS

### DEPARTMENT OF ENGLISH

October 20, 3:30 pm

Public Reading by Anita Rau Badami, author of "Tamarand Mem", L-3 Humanities Centre

# positions

The University of Alberta is committed to the principle of equity in employment. As an employer we welcome diversity in the workplace and encourage applications from all qualified women and men, including Aboriginal peoples, persons with disabilities, and members of visible minorities. In accordance with Canadian Immigration requirements, preference will be given to Canadian citizens and permanent residents.

## PROGRAM CO-ORDINATOR ALBERTA AREA HEALTH EDUCATION PARTNERSHIP (AAHEP)

AAHEP is a collaborative initiative to enhance the relationship between Alberta's post-secondary institutions that provide health science programs and the health service organizations in this province. The initiative is jointly funded by three categories of partners: post-secondary institutions (14), health service authorities (19), and Alberta Government Departments (Health and Advanced Education & Career Development).

The partnership has been established with a broad vision but will focus on three key areas initially: clinical placements, continuing education, and workforce planning. The focus will be on rural areas in the province. The provincial office is situated at the University of Alberta.

Reporting to the Executive Director, the Program Coordinator will be responsible for establishing a network among the partner groups and developing specific initiatives to enhance clinical placements, continuing education, and workforce planning. The position requires a creative individual with excellent interpersonal skills. While it is expected that much of the networking will be accomplished through telecommunications technology, substantial travel within the province will be required to ensure AAHEP keeps in close contact with the needs of the partner organizations.

This position carries responsibilities requiring leadership, negotiating, decision-making skills, and research skills. Completion of a master's degree in health care or a related discipline is preferred. Experience in dealing with interdisciplinary health science educational and service issues is required. Experience in program development and program evaluation would be beneficial.

The position has been established for a three-year term with the total compensation package (salary and benefits) not to exceed \$60,000. Options for secondment will be considered.

Closing Date: October 23, 1998. Please send resume to

Dr. Donald J. Philippon, PhD, CHE  
Executive Director

Alberta Area Health Education Partnership  
(AAHEP)

University of Alberta  
2-141 Clinical Sciences Building  
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## RESEARCH OFFICER OFFICE OF RESEARCH FACULTY OF MEDICINE AND ORAL HEALTH SCIENCES

The Faculty of Medicine and Oral Health Sciences at the University of Alberta invites applications for the position of research officer. Reporting to the Associate Dean Research, the research officer will ensure that the objectives and initiatives of the Research Office are supported and managed efficiently and expeditiously on a day-to-day basis. The successful candidate will: prepare speaking notes and presentation materials for the associate dean, resource the grant application and review processes, manage the research funding data base, oversee medical student and graduate student research programs, administer the research office, and be responsible for the allocation of research space within the faculty.

The research officer must have a strong appreciation of the faculty's tripartite mission of education, research and clinical service and a detailed understanding of the faculty's activities in basic, clinical and health outcomes research, the competitive research grant application process and the primary biomedical research funding agencies. The successful candidate will demonstrate excellent written and oral communications skills and have a proven track record in the area of research administration within a university environment. This is an Administrative Professional Officer position with a salary range of \$34,700 to \$52,200.

Applicants are invited to submit in confidence by **Friday, October 30, 1998** a resume and covering letter outlining their interest in, and strengths for, the position to

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# positions

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Le candidat ou la candidate choisi(e) devra détenir un diplôme universitaire et une bonne connaissance des principes, politiques et stratégies du développement. Il ou elle devra avoir de l'expérience en administration avec au moins trois années d'expérience dans la recherche de fonds ou domaines connexes. Il ou elle devra également faire

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Ce poste est pour un terme de deux ans et aura la possibilité d'être renouvelé. Les personnes intéressées doivent soumettre un curriculum vitae et les noms de trois répondants au plus tard le 30 octobre 1998 à

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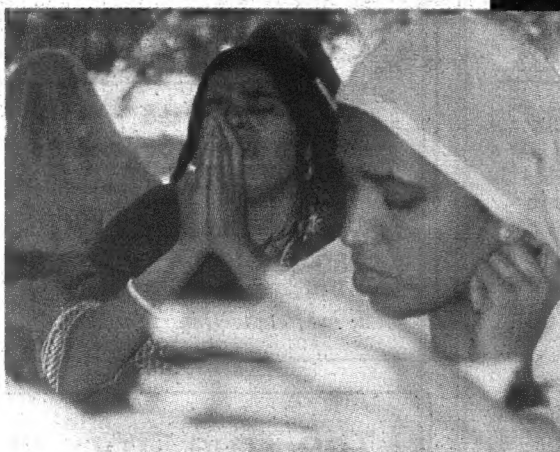
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Potent demon slayer Mastanna Baba basking in adoration

# Possessed

Dr. Jeffrey Snodgrass (Killam post-doctoral fellow, anthropology)

I spent this past summer in India interviewing spirits.

If in North America each of us has a central personality, the case is not so clear in India. In every home I visited in the state of Rajasthan, at least one member of the family commonly became possessed by spirits. For brief periods—usually at fixed times of the year, like midnight on the day of the dead, but sometimes unexpectedly—these persons would become totally other than normal, gesturing and gamboling in ways unfamiliar to their families. The range of spirits who would “ride” their human “mounts” seemed endless—some good, most bad.

Among the good were old kings who had died in their prime, usually in a palace intrigue. These spirits had energy to burn and wandered endlessly, invading the bodies of the living, though usually in an attempt to help, eager to use their power to right the wrongs visited upon them. Greedy souls were even more widespread. These included stillborn babies (whose mounts would open and close their mouths in a sucking motion, like a breast-feeding child) and lonely widows (sexually voracious, or “hungry,” entities that lusted after the bodies of newlyweds).

Modern figures also appeared in spirit form: Mahatma Gandhi sometimes took possession of the bodies of my friends, as did the first prime minister of India, Jawaharlal Nehru. Ghosts of foreign tourists also materialized. One American man learned while on a trip to India that his fortune had been lost in the stock market. He committed suicide, and having done so, so far from home, was condemned to wander the earth. When his spirit appeared, it would sob and recite fragmentary English-sounding

words and phrases, like, “Where you?” or “I know,” or “That is!”

To purge an evil spirit one visits a medium, a person once pestered by the supernatural, but now healed and willing to help others—for a price. Much rarer are saints, conduits of divine love and energy who—perhaps because of their great power—do not become possessed. I worked most closely with a Muslim saint named Mastanna Baba, which loosely

translates, “single world-renouncing man who basks in the divine love of Allah.” According to local estimates, Mastanna Baba was somewhere between the age of 80 and 170, and in those many years, had developed into an interesting mix of the divine and the human.

On the divine side, Mastanna Baba was a potent demon slayer, mainly because he had, according to my informants, a “direct telephone link” with Allah. On the human side, Mastanna Baba loved peanuts and had a legendary temper. The human and the

divine were entangled. Mastanna Baba traveled with a long bamboo pole he swung madly in the air. To be struck by it was humanly undesirable (because it hurt) and divinely desirable (because it healed). When Mastanna Baba spoke, which was rare, his words combined godly verse—carefully rhymed and metered poetry, often of Koranic inspiration—with profanity so darkly creative as to make a eunuch (famed for their profanity) cringe.

Mastanna Baba was perpetually fenced in by his mostly female followers. Sitting under an ancient tree, surrounded by a twisting maze of hanging roots and branches, his followers rubbed his feet and head, refreshed him with yogurt drinks, draped him with garlands of flowers, and whispered in his ear, hoping their ministrations might result in an

illness cured, a job restored, a child granted. The possessed, again, almost exclusively women, also came before Mastanna Baba. Sitting at a respectful distance, not wanting their “dirty” spirits to contaminate the saint, they sought to be rid of the filthy entities invading their bodies and disrupting their lives.

Possessions were screams of raw hurt, painful to watch. Mounts panted and ranted; they rolled on the ground, grabbing handfuls of dirt and filth and thrusting them into their mouths; their tongues lolled; they pulled at their hair and clothing. They focused on the saint, cursing him and smashing their heads against the metal barriers that separated them from him. And he, or his spirit, responded in kind. As it was explained to me, Mastanna Baba beat the evil spirits, forcing them to yelp in pain. This thrashing was on another plane—invisible and inaudible—evident only in the mounts’ wracked bodies.

While possession was akin to being beaten (by the saint) and eaten (by the spirits), mounts clearly enjoyed the experience—they told me so—and seemed in no hurry to be cured. This puzzled me, for not only was the experience painful, but dishonorable. The experience was compared to the throes of sexual orgasm, something most people do not want to experience in public. Still, certain benefits accrue to the mounts. They get out of their homes (not a given for Indian women) and into the press and excitement of the community. There is a thrill in being touched physically and spiritually by god-on-earth, in being the focus of his concern and attention. They relish sharing their bizarre experiences with others similarly afflicted. For some, particularly those who become mediums, there is status to be won. Most importantly, perhaps, through their spiritual alter-egos, women gain a voice.

Possessions allow rebellion against patriarchal authority, a carnivalesque turning-over of norms—which goes a long way toward explaining the odd behaviors associated with women’s possession: the beating of husbands, the refusals to get married (one woman was first entered by a demon on her wedding day, and the demon called the whole affair off), the eating of feces and

pig intestines (overcoming food taboos is a demonstration of personal power), and the expression of forbidden sexual urges (which included the ripping off of clothing and masturbating in public). For a moment, women can overturn every norm of propriety and morality, demand more of their culture than it wants to give them.

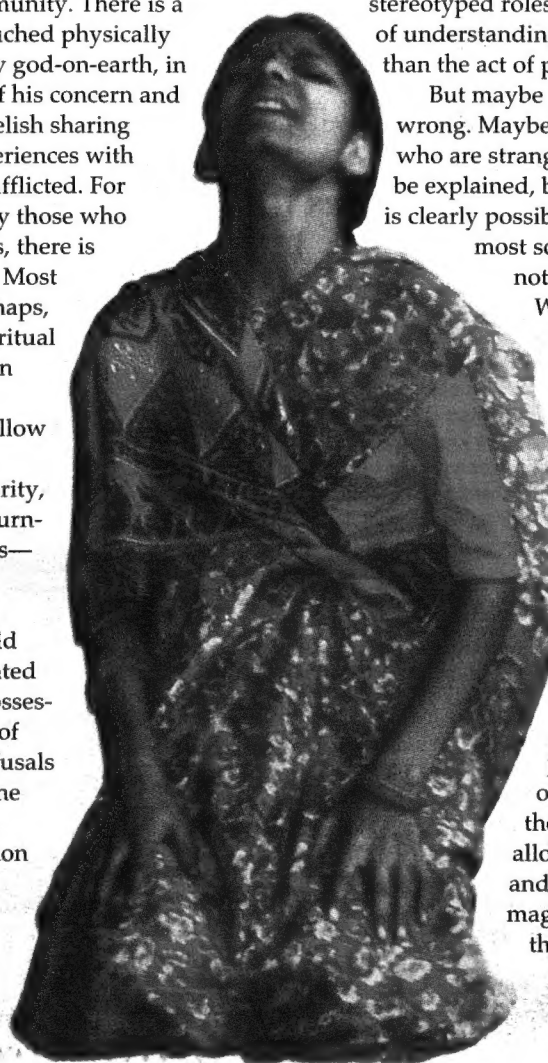
I can understand why possession is desirable, but it is not so clear how it is possible. In virtually every case, the possessed women were sick—stressed and disoriented by a lingering illness. Family disputes, usually over a piece of property, made them more vulnerable to spiritual attack.

To go beyond these “preconditions,” I must rely on analogies: possession is like being entranced by a story or film; or, it is like acting, but acting in which the role speaks to one so directly that one loses one’s self within it. A theatrical component—rote movements and lines, something like a script—accompanied all possessions, and mediums were usually talented performers—not just actors, but musicians, dancers, and mimes. Acting possessed could win a certain degree of status if one was clever, but it would only take one to the threshold between the worlds, no further. It prepared the way for the thing, but was not the thing. Similarly, theatrical metaphors will only take us so far. To understand that crossing over—that fusion of deep unconscious desires with culturally

stereotyped roles—requires a leap of understanding no less difficult than the act of possession itself.

But maybe the question is wrong. Maybe it is not they who are strange, who need to be explained, but we. Possession is clearly possible, occurring in most societies. Why is it not possible for us?

What repression keeps our personalities in place, and prevents us from the release of possession, from giving into fantasy and imagination? In other words, this Hallowe’en, on our own day of the dead, why can we not just relax and open ourselves to the spirit world, allowing its forces and secrets to magically course through our bodies? ■



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